

The Selected Works of MAULANA ABUL KALAM AZAD

**Volume III
(1947-1948)**

Chief Editor
DR. RAVINDRA KUMAR

ATLANTIC PUBLISHERS & DISTRIBUTORS

FOREWORD

I have gone through with great interest the Volume Third of the Selected Works of Maulana Abul Kalam Azad (1947-48), edited by Dr. Ravindra Kumar, and feel privileged to write its Foreword.

Fair deal politics, thought of freedom and equality for all, secularism, nationalism, Hindu-Muslim Unity, discipline, clear speakingness and many other qualities were the most important aspects of Maulana Azad's versatile personality.

In 1947 he became the Minister for Education in the Union Cabinet, headed by Pandit Jawaharlal Nehru and died in harness on February 22, 1958. This was the period when the obstinies of the country were in the making and education had to play an important role. Under his unique guidance the Ministry met the challenges and under his stewardship rapid expansion took place in all fields of education, particularly on the technical side. He always stressed the need of coordinated efforts and unity of purpose, various institutions, commissions and organizations were set up to examine the educational problems and requirements and the possibilities to achieve them, and it was mainly due his vision and efforts that educational planning was set on a sound footing in the country.

I am sure that this Volume would be warmly welcomed by the reading public and researchers in our country and abroad.

I wish Dr. Ravindra Kumar a success.

Hitendra Desai

PREFACE

Dr. Shri Ravindra Kumar is an admirer of Maulana Abul Kalam Azad. This is nothing unusual. Maulana Azad had numerous admirers in the course of India's struggle for freedom. The number increased appreciably after India attained freedom. Partition of India was the heavy price India paid for this freedom. Maulana Azad had throughout his whole political life opposed forces which encouraged separatist trends in our national life. It was in the partitioned India that people realised more vividly the soundness of the views Maulana had expressed on the communal problem.

Maulana Azad was among the major figures in our unique struggle for freedom waged under the leadership of Gandhiji. The selected works which Dr. Ravindra Kumar has edited bring out the greatness of Maulana Azad in several fields of life. He was most assuredly an outstanding scholar, a great journalist, a matchless orator but with equal ease he was also a great statesman who played a significant role in every crisis which India and, in particular, the Indian National Congress faced from time to time in its struggle to make our country free and independent.

He had also his due share in shaping India's destiny in her first decade of Independence. He was an outstanding member of the Union Cabinet but what was more important was the mature advice he made available to his comrade and fellow warrior Pandit Jawaharlal Nehru as the latter sought to grapple with India's difficult and daunting problems in the first crucial phase of her independence.

Dr. Ravindra Kumar may not yet be a mature scholar but the enthusiasm he has shown in portraying the intellectual and political life of Maulana Azad deserves commendation. The country is still faced with problems which greatly exercised the Maulana's mind. What he thought and said on these problems would still be a source of inspiration and enlightenment to his countrymen in the difficult days through which we are all passing.

Sadiq Ali

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INTRODUCTION

I

Maulana Abul Kalam Azad was one of those great freedom-fighters, educationist, nationalist and intellectualist who sacrificed their all for the cause of the nation before and after the dawn of independence from the British Imperialism. In fact he was a true son of Mother India.

In the Words of Pandit Jawaharlal Nehru, Maulana Abul Kalam Azad was a man of luminous intelligence and mighty intellect with an amazing capacity to pierce through a problem to its core. This evaluation of Maulana Azad's mind remains with posterity as from perhaps the foremost world thinker of the time. It is an appraisal which must be given due weightage in any estimate of the true value of the ideas and thoughts that emanated from Maulana Azad and went on to influence the national environment.

Now I am glad to write introduction to the third volume of the Selected Works of Maulana Abul Kalam Azad covering the period 1947-48. In this volume all importance statements (Document 23, 24, 63 and 68), interviews (Document 1, 20 and 81), speeches (Document 6, 17, 30, 40, 41, 44, 46, 67, 81, 94, 97, 98 and 99) and correspondence with Mahatama Gandhi (Document 10 and 14), Pt. Jawaharlal Nehru (Document 4, 5, 11, 15, 16 and 31), Dr. Rajendra Prasad (Document 45, 80, 82 and 84), Sardar Vallabhbhai Patel (Document 2, 3, 7, 9, 18, 33, 34, 35, 36, 37, 38, 39, 51 and 55) and several other stalwarts (Document 42 and 83) have been incorporated which will be bringing out all facts of his great life into limelight.

II

Maulana Abul Kalam Azad was also a great Parliamentary and Policy-maker. His work in the Constituent Assembly of India and in the Indian Legislative Assembly (1947-1948) are the important and interesting part dealt with in this volume for the first time (Document 8, 12, 13, 14, 17, 19, 21, 22, 25, 26, 27, 28, 29, 48, 49, 50, 52, 53, 54, 56, 57, 58, 59, 60, 61, 63, 64, 65, 66, 69, 70, 71, 72, 73,

74, 76, 77, 78, 79, 86, 87, 88, 89, 90, 91, 92, 93, 94, and 95) which certainly add to the contemporary social, political, economic, historical, cultural and Parliamentary (Legislative) informations on the one hand and can inspire certainly the generations to come on the other.

Several important documents relating to the main events of the period (1947-48) and pertaining to Maulana Azad have been included in appendices (Document 97, to 100).

III

Maulana Azad always talked in term of a broad-based nationalism embracing all religions and communities in a country like India where there has been great diversity in the matter of language and culture. He had a firm faith in a balanced mind representing a composite nationalism which is all inclusive. In spite of basic unity of all religion there have been occasion of conflict and controversies and quite often emotions get the letter of reason. It was Maulana Azad's voice which asserted itself, in 1923, at Delhi Session of Indian National Congress in favour of a broad-based humanitarian nationalism. It is such a concept of truly comprehensive nationalism which is the need of hour in our country.

In this volume I have tried to give a brief account of his life and works and it is my belief the coming generations especially historians, political scientists, statesmen, researchers and the general people of the country can lay a peep into his towering personality.

His life and works are the source of inspiration and teachings of clean and fair deal politics, being up from all the differences for the cause of the nation and live to be open-eyed for the interest of national welfare, unity and integrity. By this point of view, the readers will be benefited.

I am grateful and thankful to the staff of National Archives of India specially to its Director General Dr. Rajesh Patri and Asstt. Director Mr. P.R. Malik, Chairman, Mr. Sadiq Ali and other staff of Gandhi National Museum and Library, New Delhi, staff and officials of Sardar Vallabhbhai Patel National Memorial Ahmedabad, officials and staff of Nehru Memorial Museum and Library, Teen Murti House, New Delhi and officials and staff of Navjeevan Trust, Ahmedabad, Provincial Archives of U.P., Lucknow, Maharashtra, Bombay and Bihar, Patna.

I am greatly indebted to His Holiness, Maulana Syed Abul Hasan Ali Nadvi, Rector, Nadwatul Ulama, Lucknow, Dr. Hari Dev Sharma, Deputy Director, N.M.M.L., Mr. A.J. Jalali, Mr. S.G. Mohiuddin, Dr. Akbar Ali Khan, President Abul Kalam Azad Oriental Research Institute, Hyderabad, Mr. V.N. Gadgil, and Mr. Z.R. Ansari for their kind encouragement and guidance in preparation of this volume.

My thanks are due to Mrs. Kamlesh Ravindra Kumar, Mr. Lakhmendra Khurana, Mrs. Meena Kapoor, Mr. Achal Kumar Awasthi, Mrs. Manju Sehgal, Dr. Hari Singh and Mr. Anil Juneja for their kind cooperation in many ways.

My special thanks are due to Dr. K.R. Gupta and Mr. Manish Kumar Gupta of Atlantic Publishers and Distributors, New Delhi for undertaking the publication of the Selected Works of Maulana Abul Kalam Azad courageously.

RAVINDRA KUMAR

ABBREVIATIONS

A.I.C.C.	ALL INDIA CONGRESS COMMITTEE
A.I.E.C.	ALL INDIA EDUCATIONAL CONFERENCE
A.L.C.	ASIATIC LANGUAGE AND CULTURE
A.P.I	ASSOCIATED PRESS OF INDIA
C.A.B.E.	CENTRAL ADVISORY BOARD OF EDUCATION
C.A.I.	CONSTITUENT ASSEMBLY OF INDIA
C.E.B.	CHAIRMAN EDUCATIONAL BOARD
C.G.E.P.	CENTRAL GOVERNMENT EDUCATIONAL PROGRAMME
C.I.E.	CENTRAL INSTITUTE OF EDUCATION
C.I.H.R.	COMMISSION ON INDIAN HISTORY RECORDS
D.D.D.E.	DEPUTY DIRECTOR OF THE DEPARTMENT OF EDUCATION
E.D.	EDUCATION DEPARTMENT
E.M.	EDUCATION MINISTRY
I.P.C.	INTER-PROVINCIAL COMMUNICATION
J.M.I.	JAMIA MILLIA ISLAMIA
L.A.	LEGISLATIVE ASSEMBLY
L.M.C.	LUCKNOW MUSLIM CONFERENCE
L.P.G.B.	LABOUR PARTY IN GREAT BRITAIN
M.I.B.	MINISTRY FOR INFORMATION AND BROADCASTING
M.L.	MUSLIM LEAGUE
N.E.	NATIONAL EDUCATION
N.G.	NATIONAL GOVERNMENT
N.M.	NATIONAL MUSLIM
P.G.	PROVINCIAL GOVERNMENT
P.S.	PARLIAMENTARY SECRETARIES
R.E.P.S.	RELIGIOUS EDUCATION TO PRIVATE SOURCES

R.S.	ROMAN SCRIPT
R.S.C.	REPORT OF THE SECURITY COMMITTEE
S.C.L.E.	STANDING COMMITTEE OF THE LEGISLATURE ON EDUCATION
S.W.A.E.	SOCIAL WELFARE AND ADULT EDUCATION
T.H.R.C.	THE HISTORICAL RECORDS COMMISSION
U.K.	UNITED KINGDOM
U.S.A.	UNITED STATES OF AMERICA
V.C.	VICE-CHANCELLOR
W.C.	WORKING COMMITTEE

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Document No. 1
MAULANA AZAD'S INTERVIEW TO THE A.P.I.

CALCUTTA

10-1-1947

Maulana Abul Kalam Azad, former Congress President who is shortly to take charge of the Education portfolio at the Centre told the Associated Press of India in an interview on 10th January, 1947, that he had agreed to enter the Interim Government because he felt that India's future depends on solving her difficulties in a spirit of wise statemanship. Maulana Azad said:

"Friends and colleagues as well as the public are aware that when the Interim Government was first formed, I was pressed to join the Cabinet. The pressure increased at the time of the reshuffle of the Cabinet on account of the entry of the Muslim League. For various reasons I was reluctant to do so and felt that I could serve the country better from outside...My friends and colleagues, however, think otherwise, Gandhiji as from the very beginning anxious that I should join and he also holds that I can render greater service to my country from within than from outside. In face of their united pressure, I now feel that I must yield. When Gandhiji and all my friends and colleagues hold that my joining the Cabinet will strengthen it and enable it to face better the difficult problems ahead, I cannot allow personal inclination to stand in the way."

"For some time past I have felt that the development of Indian politics has reached a stage when our problems require a new approach of constructive statesmanship. The present balance of international forces demands such reorientation of our policy and the rise to power of the Labour Party in Great Britain has in my opinion created conditions favourable for such change. Ever since I came out of Ahmadnagar Fort Jail in June, 1945, I have tried to work in the light of the

changed circumstances and I feel that events have on the whole justified my attitude. This does not mean that our difficulties have been overcome. On the contrary, great difficulties still exist, and our future depends on solving them in a spirit of wise statesmanship. It is to serve that end that I have agreed to enter the Interim Government and work for the goal of independence for which we have fought and suffered so long. In conclusion, I would like to take this opportunity of thanking the many friends all over India who have sent their messages of good wishes and kind thoughts."

Document No. 2
LETTER FROM MAULANA AZAD TO
SARDAR PATEL

26 January, 1947

My dear Vallabhbhai,

Some friends told me about two weeks ago, before my departure for Calcutta, that a new scale was proposed for the ratio of Urdu and Hindi in All India Radio. Pandit Jawaharlal dropped in to see me that very day. I suggested that it would be inadvisable to alter the existing position for the present and better to keep the proposal pending. I went to Calcutta and do not know what happened. I now understand that Mr. Liaquat (Ali Khan)¹ wrote to you on the subject and you are in correspondence also with the Viceroy on this point.²

I would request you to drop the matter and it should be postponed for some more suitable occasion. You perhaps know that the committee set up by All India Radio to tackle this question was sponsored by me. I regret that it could not come to any agreed decision. I have given the matter careful thought and come to the conclusion that we can settle the question on some future date in a way to which there would be no opposition from any quarter whatsoever. I would strongly suggest that the question may be kept pending.

I will discuss the matter fully with you when we meet.

I hope you are progressing in health.

Yours sincerely,
A.K. Azad.

The Hon'ble Sardar Vallabhbhai Patel

1. See Appendices

2. See Appendices

Document No. 3
LETTER FROM MAULANA AZAD TO
SARDAR PATEL

New Delhi,
27 January, 1947.

My dear Vallabhbhai,

I understand that a case has been drawn up about the riot which took place in the Mach Jail (Baluchistan). The real responsibility for this was that of the Inspector General of Prisons. Influences are at work which make it probable that the local courts will not be able to maintain their impartiality. Non-residents may therefore be convicted even without justification. The accused apprehend that they will not receive justice from the local court. They have therefore appealed to the local Government that the cases be transferred to some other province. I am forwarding to you a copy of the original application. I hope you will look into the matter and, if there is no bar in law, order that the case may be transferred to some court in the Punjab.

Yours sincerely,
A.K. AZAD

The Hon'ble Sardar Vallabhbhai Patel

Document No. 4

**LETTER FROM PT. JAWAHARLAL NEHRU TO
MAULANA ABUL KALAM AZAD**

New Delhi

29th January, 1947

My dear Maulana Sahib,

I enclose a letter from Dr. Tara Chand. In this he refers to the Science Department of the Allahabad University. This Department has done very good work in the past and has at present one of our best scientists, Dr. Krishnan, in charge of it. Unfortunately, work suffers tremendously, because of lack of money. I do not know what can be done in this matter, but I should like to bring it to your notice.

Yours sincerely,
Jawaharlal Nehru

Document No. 5
LETTER FROM PT. JAWAHARLAL NEHRU TO
MAULANA AZAD

New Delhi
31 January, 1947

My dear Maulana,

You asked me yesterday for names for a committee to consider the question of sending Indian students abroad. As you know there has been considerable dissatisfaction both in regard to the choice of these students and the arrangements made for their study abroad. English and American universities are over-full of men returning from the Armed Forces and it is difficult to get admission to good universities. The result has been that many of our students have had to wait long and then have joined second-rate universities which do not provide any very special training.

2. I think that we should not send any person abroad who can get the training he wants or is capable of absorbing in India. It is far better to start training establishments in India or to expand those already existing than to send a few students abroad.

3. Those who go abroad should be specially selected for specific purposes connected with our industrial and technical development. They might even be chosen with a view to helping some of the big projects we have in hand. With this end in view persons with some experience should be chosen so that they might specialize in a particular subject in a year or six months and come back to take charge of the work in hand or help in training others in India. No hard and fast line can be drawn, but generally speaking the choice should be made on the principle indicated above.

4. Our urgent need is for technicians, statisticians, engineers, etc. Higher training in some of these subjects cannot easily be obtained in India. If we send more or less junior students abroad, they waste much of their time in learning things there which they can learn here. We cannot take advantage of their services for a considerable

time and our immediate needs are not met. I do not think it is necessary to send any student abroad on behalf of Government for what might be called literary studies, important as these are. There are plenty of individuals who go privately for these studies and Government should, therefore, concentrate on choosing its scholars for specific industrial, scientific or technical training which we lack so much.

5. It is desirable, therefore, that the Committee you constitute should consist of men acquainted with scientific and technical training. I am suggesting four names for your consideration. All four are good and have taken special interest in technical and scientific education. These four names are: Prof. M.N. Saha, F.R.S., Prof. P.C. Mahalanobis, F.R.S., Dr. Homi Bhabha, F.R.S., and Colonel Sir S.S. Sokhey.¹

6. Mahalanobis is at present, I believe, in America, but he is likely to come back before long.

Yours sincerely,
Jawaharlal Nehru

1. Major-General Saheb Singh Sokhey (1887-1971); joined Indian Medical Service, 1913; Director, Haffkine Institute, Bombay, 1932-49; Assistant Director-General, World Health Organization, 1950-52; nominated member of Rajya Sabha, 1952-56; awarded International Lenin Peace Prize, 1953.

Document No. 6

ADDRESS TO THE PRESS CONFERENCE

New Delhi

3-2-1947

Maulana Abul Kalam Azad, Addressing his first press conference as member for Education and Arts, on Feb. 3, 1947 appealed both to the public and to the selected scholars to treat the system of overseas scholarships as a sacred trusts by which the foundation of India's future educational, industrial and technical development were being laid. The scholars who go abroad, he urged, "must go in a spirit of service and dedication".

It was proposed, said Maulana Azad, to strengthen the organisation in the U.K. and U.S.A. for dealing with the student's problems as quickly as possible. In the U.K. particularly, a separate welfare branch would be set up in the Education Department of the High Commissioner's office to help the students in regard to accommodation and also their welfare generally. Government had already set up at considerable expense two hostels for Indian students, one in London and the other at Edinburgh, and it was now proposed to establish another hostel in London to serve as a reception and transit camp.

The scholarships awarded under the scheme had till now been confined exclusively to technical and scientific subjects. The necessity for a large personnel of trained scientists and industrial technicians was obvious. At the same time it must be realised that a balanced system of national education required also workers in the fields of pure science and the humanities. He therefore, intended that in future a percentage of scholarships should be earmarked for study in such cultural subjects. The number of women who had secured scholarships under the scheme had been very small. The main reason had been that scholarships were confined to technical and industrial scientific subjects. The expansion of the scheme to include both pure science and the humanities would allow women scope. "The future development" of education in India demands that a large number of women scholars should go abroad and study such subjects. If the

expansion in the list of subjects for the award of scholarships serves this purpose, well and good, otherwise I will consider the desirability of earmarking a percentage of scholarships for women.

Maulana Azad realised the necessity of looking into the problem of selection and for this purpose a committee would be formed shortly to make recommendations in the light of the experience of the past three years. The committee might not be purely departmental. Experts might be taken from outside also.

"The method of selection followed till now," he said "has been satisfactory. As however, the scholars are required to sign a bond to serve under government, it is considered desirable to associate the Federal Public Service Commission with the selection. The department is considering alternative methods for doing so."

"I feel that the time has also come to consider the terms of the bond which students have till now executed. They are required to pledge themselves to serve government for a period of five years after completion of their training. Such bonds may at times prove harsh on a scholar if the Government is not in a position to offer him employment, as no period is laid down to define the termination of his obligation. Possible solution would be to fix a period during which the Government would have the first call on the services of the trained scholar. If the Government are unable to find him suitable during this period, the scholar would be privately accept employment elsewhere. I will soon announce my decision on this question."

There had been some misunderstanding of the scope and functions of the scheme of overseas scholarship carried out by Government since 1945. There had also been public criticism in respect of the utility of the scheme and the manner and method of training and accommodation secured for selected scholars. He was satisfied that selection was entirely on merits and there were no grounds for complaints. Some attempt at canvassing were made in 1945 but hardly any in 1946. It had been the policy of the Department from the very outset to look immediately into any complaints that were made.

The experience had been that most of them were unfounded or exaggerated and only few justified. All cases of unsatisfactory

arrangements were, however, looked into at once and had since been remedied. The Deputy Educational Advisor (Overseas) who went abroad this year visited many of the Universities where Indian students were studying and he had almost invariably received satisfactory reports about them. The criticisms which had been made had rarely mentioned any specific case. In view of this, he was satisfied that the criticisms were not justified.

The position in respect of accommodation had been very bad and had been steadily worsening. Particularly in the U.K. life was far from comfortable in regard to food and other necessities. These difficulties and discomforts could not be helped because they were inherent in the existing conditions. Every endeavour had, however, been made to warn students repeatedly of the difficult conditions, "Indian students who go abroad must go in a spirit of pioneers and be prepared to rough it with the people of the land."

There is no evidence that these hardships are peculiar to Indians. While there are still people in the U.K. who suffer from colour prejudice, there has been considerable improvement in this respect lately and it would not be fair to make a general statement that Indian students are discriminated against."

The scheme initiated during the war did not allow much opportunity of sending students to countries other than the U.K. and U.S.A. but the whole position was not being surveyed and a small committee was likely to be appointed to go into the whole question. The Department was even now trying to place students in other countries like Australia, Sweden and Switzerland.

Asked whether Govt. had awarded any scholarships purely on grounds of war service, Maulana Azad said that cases of war service candidates were considered but there was no question of giving any scholarships purely as a regard for one's personal or family services.

Asked whether the Department was considering the question of training teachers to implement the basic education scheme. Maulana Azad said that he desired to call a conference of Provincial Ministers as well as representatives of Universities to discuss this question as early as possible.

"I selected the education portfolio because of my special interest in the problems of education and because I regard reconstruction of our educational system as the foundation of a new national life" said Maulana Azad. "I propose to give an outline of my views on the subject at an early date."

Document No. 7
LETTER FROM SARDAR PATEL TO
MAULANA AZAD

New Delhi
7 February, 1947

My dear Maulana Sahib,

Please refer to your letter dated 27 January 1947 regarding riot in the Mach Jail in Baluchistan. The matter concerns the External Affairs Department, and I am sending a copy of your letter with its enclosures to Jawaharlal.

Yours sincerely,
V.J. PATEL

The Hon'ble Maulana Abul Kalam Azad
Member of Education
New Delhi.

Document No. 8

RESOLUTION, DATED 10-2-1947, MOVED BY MAULANA AZAD IN THE LEGISLATIVE ASSEMBLY IN CONNECTION WITH THE ELECTION OF A MEMBER TO THE COURT OF THE DELHI UNIVERSITY AND HIS REPLIES TO THE QUESTIONS RAISED IN THIS REGARD

The Honourable Maulana Abul Kalam Azad (Member for Education and Arts): Sir, I move:

"That in pursuance of Clause (xiv) of sub-section (1) of Section 18 of the Delhi University Act, 1922 (VIII of 1922) as amended by the Delhi University (Amendment) Act, 1943 (XXIV of 1943); read with clause (5) of Statute 2 of the Statutes of the University set out in the Schedule to the latter Act, the elected members of this Assembly do proceed to elect, in such manner as may be approved by the Honourable the President, one person from among their own number to be a member of the Court of the University of Delhi *vice* Honourable Mr. Liaquat Ali Khan resigned."

Honourable Members of the House are aware that Delhi University Act, 1922 entitles the Central Legislatures to elect a few members to the Court of the Delhi University. Accordingly, on the 20th February last year the Honourable Mr. Liaquat Ali Khan was elected. He has now resigned and a member should be elected in this place for the rest of the term.

Mr. Ahmed E.H. Jaffer (Bombay Southern Division: Muhammadan Rural): What about translation to the European Group?

Mr. Deputy President: Order, order. Motion moved:

"That in pursuance of Clause (xiv) of sub-section (1) of Section 18 of the Delhi University Act, 1922 (VIII of 1922) as amended by the Delhi University (Amendment) Act, 1943 (XXIV of 1943), read with clause (5) of Statute 2 of the Statutes of the University set out in the Schedule to the latter Act, the elected members of this Assembly do proceed to elect, in such manner as

may be approved by the Honourable the President, one person from among their own number to be a member of the Court of the University of Delhi vice Honourable Mr. Liaquat Ali Khan resigned."

Haji Abdus Sattar Haji Ishaq Seth (West Coast and Nilgiris: Muhmmadan): Have I to speak in Urdu, so that my Honourable friend may understand?

Mr. Deputy President: If any Honourable Member is acquainted with English to the extent that he can talk in English and he has been talking in English, then he should make his speech in English. If he cannot speak English, then he is quite at liberty to speak in whatever language he chooses.

Haji Abdus Sattar Haji Ishaq Seth: I want to ask a question of my Honourable friend. I want to know whether he will understand it.

Mr. Deputy President: I understand that the Honourable Member does understand English so much that he will be able to follow the question but he may not be able to speak in English.

Khan Abdul Ghani Khan (North West Frontier Province: General). Chaudhari Sri Chand used to speak in Hindustani, although he knew English very well.

Haji Abdus Sattar Haji Ishaq Seth: The Honourable Member said that a member is to be elected for the balance of the period that was to be served by the Honourable Mr. Liaquat Ali Khan: What is the balance of the period?

The Honourable Maulana Abul Kalam Azad: The Honourable Mr. Liaquat Ali Khan was elected a member of the Delhi University Court for three years on the 20th February 1946. He has now resigned.

Mr. Deputy President: The question is:

"That in pursuance of Clause (xiv) of sub-section (1) of Section 18 of the Delhi University Act, 1922 (VIII of 1922) as amended by the Delhi University (Amendment) Act, 1943 (XXIV of 1943), read with clause (5) of Statute 2 of the Statutes of the University set out in the Schedule to the latter Act, the elected members of this Assembly do proceed to elect, in such manner as may be approved by the Honourable the President, one person from among their own number to be a member of

the Court of the University of Delhi *vice* Honourable Mr. Liaquat Ali Khan resigned."

The motion was adopted.

Mr. Deputy President: I have to inform Honourable Members that the following dates have been fixed for receiving nominations and holding elections, if necessary, for the purpose of election of a member to the Court of the University of Delhi.:

Date of nomination – 12th February, 1947.

Date for election – 14th February 1947.

The nominations will be received in the Notice Office upto 12 noon on the date mentioned for the purpose. The election, which will be conducted in accordance with the Regulations for the holding of elections by means of the single transferable vote, will be held in the Assistant Secretary's room in the Council House, between the hours of 10.30 A.M. and 1 P.M.

Document No. 9
LETTER FROM MAULANA AZAD TO
SARDAR PATEL

New Delhi
10 February, 1947

My dear Vallabhbhai,

I have been able to make time to listen to the broadcasts of All India Radio for the last two weeks and want to suggest to you two things that I have noticed.

The first is in respect of Indian music. You perhaps do not know that I have always taken a keen interest in Indian music and at one time practised it myself. It has, therefore, been a shock to me to find that the standard of music of All India Radio broadcast is extremely poor. I have always felt that All India Radio should set the standard in Indian music and lead to its continual improvement. Instead, the present programmes have an opposite effect and lead one to suspect that the artistes are sometimes chosen not on grounds of merit.

The second thing is in respect of the overseas broadcasts of All India Radio in Arabic, Persian and English. These were instituted during the war and have been somewhat curtailed after the cessation of hostilities. They can, however, serve as a useful vehicle of our national interests and represent the Indian point of view abroad. Unfortunately the present broadcasts do not fully serve either purpose. They are not only inferior from the point of view of language and style but, what is worse, the contents of the broadcasts and their point of view leave much room for improvement.

I know you are extremely busy and it is hardly possible for you to attend to these details. If, however, you desire, I am willing to help in any way possible. I do not know the exact position but if there be no insuperable objection, would you ask your Secretary for Broadcasting to come and see me about the programme on these two points viz. music and overseas programmes in Arabic and Persian? I shall find time to advise him from time to time and keep you

informed. If I have any further suggestions to make on these two questions, I shall either write to you or discuss with you when we meet.

Yours sincerely,
A.K. AZAD

The Hon'ble Sardar Vallabhbhai Patel
New Delhi.

Document No. 10
EXTRACT FROM THE LETTER OF MAHATAMA
GANDHI TO MAULANA ABUL KALAM AZAD

February 12, 1947

If the ahimsa¹ about which I have written so much and which I have striven to realize in practice all these years does not answer in a crisis, it ceases to have any value in my eyes. Your affection prompts you to say that if only I were near you, all would be well². The truth however is that so long as I cannot make good here, I can be of no use anywhere.

1. Non-violence

2. The addressee had suggested to Mahatama Gandhi to make Calcutta his headquarters if he could not go and stay at Delhi.

Document No. 11
LETTER FROM MAULANA AZAD TO
PT. JAWAHARLAL NEHRU

New Delhi

13-2-1947

Dear Jawaharlal,

I do not think there is anything in the statement¹ I have prepared which requires consideration by the cabinet. I am, however, sending it to you all the same for your perusal.

Yours sincerely,
Abul Kalam Azad

1. See appendices

Document No. 12

ANSWERS BY MAULANA AZAD DT. 14-2-1947 IN THE LEGISLATIVE ASSEMBLY IN CONNECTION WITH THE ALL-INDIA TECHNICAL INSTITUTE TO THE QUESTIONS RAISED BY SETH GOVIND DAS AND OTHERS

Seth Govind Das : (a) Will the Honourable Member for Education be pleased to state whether it is a fact that a committee was appointed to consider the question of setting up of an All India Technical Institution on the lines of the Massachusetts Institute of Technology?

(b) Has any report been submitted by the said Committee; and if so, what steps are Government taking to implement the Committee's recommendations?

The Honourable Maulana Abul Kalam Azad : (a) Yes. With a view to ensuring an adequate supply of technical personnel for post-war industrial development in the country, an *ad hoc* committee (Sarkar Committee) was set up by the Education Department in the beginning of 1945, to consider the establishment of high grade technological institutions in India on the lines of Massachusetts Institute of Technology.

(b) The Committee have submitted an interim report in which they have recommended that:

- (i) Not less than four Higher Technical Institutions, one in the North, one in the East, one in the South and one in the West will be necessary to satisfy India's post-war requirements.
- (ii) The one in the East should be set up in or near Calcutta at an early date.
- (iii) Establishment of the Western Institution which should be in or near Bombay should be taken in hand concurrently with the Eastern Institution or failing that as soon after as possible.
- (iv) To satisfy the immediate needs for Engineers generally

and for those with specialised training in Hydraulics in particular, the engineering nucleus of the Northern Institution should be set up without delay.

- (v) To ensure the proper planning of buildings, equipment and courses of study, the Principal and Heads of the Main Department of these institutions should be appointed and the services of an architect with experience in the planning of technical institution secured at a sufficiently early stage.

A copy of the report is placed on the table of the House.

The recommendation of the Sarkar Committee in regard to the establishment of the four Higher Technical Institutions has subsequently been endorsed by the All-India Council for Technical Education, which has been set up to advise the Government on matters relating to higher technical education. The advisory council, however, recommended that the exact location of these institutions should be decided by the Council itself after taking into consideration the facilities available in the locality, the existence of engineering, Technical and Technological Institutes, University Colleges, and research facilities and the particular industries existing in the area concerned. The Government have accepted these recommendations in general and are taking necessary steps to establish the Eastern and the Western Higher Technical Institutions with the least possible delay. Possible sites for the institutions have been inspected and their final selection and acquisition will be expedited as much as possible. Nucleus staff for planning of both the institutions has also been sanctioned and necessary financial provision for construction of buildings for the Eastern Institute is being included in the budget estimates for 1947-48.

Seth Govind Das : The Honourable Member has just said that it was under consideration to establish four institutions.....

Sreejot Rohini Kumar Chaudhari: On a point of order, Sir, You had passed a ruling that if a Member has once spoken in any language, he should continue to speak in that language. My Honourable friend Seth Govind Das knows English and he speaks in English. Why should he speak in Urdu? Does he mean to say that the Honourable Member for Education does not understand English?

Mr. President : As I said before, this is a matter which requires consideration and when the Honourable Member for Government is speaking in Hindustani....

An Honourable Member : It is not Hindustani.

Mr. President: Whatever it is, I would call it Hindustani. If any Honourable Member wishes to put a question, he must make himself easily understandable to the Honourable Member for Government. I can see the difficulty that some Honourable Members may not be able to follow the questions and answers. I do not claim to understand fully every word that has been spoken.

Dr. G.V. Deshmukh : I do not understand a word of it.

Mr. President : That is unfortunate. But if an Honourable Member of this House has got the liberty of speaking in his own language, I find it difficult immediately to come to the conclusion that any Honourable Member who wishes to put a question to such an Honourable Member should not be permitted to address that Honourable Member in that particular language. But, as I said, this matter requires consideration and the whole question of the language of the House is under the consideration of this very House, on a question raised. So, I should not like to complicate the situation further by giving any ruling on the legal position as it stands today. After all, if the rules of the House are going to be changed, it will be an advantage to have this practice for some time in order to realise how far than change will, on the whole be, conducive to the conduct of the proceedings in this House. That is why I said that I would like to postpone the consideration of this subject for some time, till the question of the amendment of the rules is decided by this House itself. But I can do one thing. The number of supplementaries will be much shorter.

Dr. G.V. Deshmukh : May I make one request and it is this? Many of us who do not come from northern parts of India do not know what language is this that is spoken here, whether it is Hindustani or Urdu. Some of us would like to study the language in view of what the decision of the House may be, but we should know exactly what language is this. Those who understand it say that it is Hindustani; others say that it is Urdu; I do not know that language it is. Therefore, if we are told what language it is, we will make an effort to understand it and ask question in that language in which the Honourable Member speaks. In fact, we should try to put question in our own language which we do understand. You will realise the difficulty of some of us who want to put questions.

Mr. President: There is nothing in the name. I style it Hindustani.

The Honourable Member can try and pick up such a language if he likes. It will take him a long time to study the language if he wants to put supplementary questions in that language.

Seth Govind Das: I was saying that the Honourable Member had just said that it was under consideration to establish four institutions – one in the North and one in the East. Of the other two, will the Honourable Member please consider of establishing one in Central India, particularly in Jubbulpore inasmuch as there are so many Government and non-Government factories there and there is no place more important than Jubbulpore in Central India.

The Honourable Maulana Abul Kalam Azad : There is nothing against considering this point.

Document No. 13

(ANSWERS BY MAULANA AZAD DT. 14-2-1947 IN THE LEGISLATIVE ASSEMBLY TO QUESTIONS ASKED REGARDING THE NUMBER OF STUDENTS SENT ABROAD FOR STUDIES IN HIGHER ECONOMICS AND STATISTICS UNDER THE CENTRAL GOVERNMENT OVERSEAS TRAINING SCHEME)

Mr. Vadilal Lallubhai: (a) Will the Honourable Member for Education please state how many students have so far been sent abroad for higher education under the auspices of the Central Government Overseas Training Scheme?

(b) How many of these students have been sent for studies in Higher Economics and Statistics and how many applications were received by the Government for studies in these subjects?

(c) Is it a fact that for 1947-48, Government do not propose to send any students for studies in Higher Economics and Statistics?

(d) Is it a fact that Government did send some students for studies in these two subjects in previous years?

(e) If so, on what grounds have Government decided to drop these subjects from the list of subjects for overseas scholarships in the year 1947-48?

(f) Do Government propose to employ all the students sent abroad under the auspices of the Government Overseas Training Scheme after their return from abroad or are they to find employment for themselves? Have Government any scheme in this respect, if so, what is its nature?

The Honourable Maulana Abul Kalam Azad: (a) 407 scholars have so far been sent abroad for higher education under the Central Government Overseas Scholarships Scheme.

(b) Six scholars have been sent for Statistics, one for Agricultural Statistics and eight for Economics. It is not possible at this stage to give the total number of candidates who applied for Economics or Statistics but the number of those with first class or near first class applications was 208 for Economics and 321 for Statistics.

(c) No Sir, Two Scholarships are scheduled to be awarded for Statistical Economics in 1947-48.

(d) Yes.

(e) In view of (c) the question does not arise. It may, however be mentioned that Central Overseas Scholarships are awarded in accordance with the requirements of the different Departments of the Central Government.

(f) The attention of the Honourable Member is invited to the reply given this morning to starred question No. 300 by Seth Govind Das on this aspect of the Overseas Scholarship Scheme.

Mr. Manu Subedar : Will the Honourable Member examine the position whether by their own efforts private parties will not send their sons for higher education and Government will not secure the necessary recruits for their Departments and whether it is necessary to spend such large sums as Government have been spending in sending students for any and every type of subjects?

The Honourable Maulana Abul Kalam Azad : As I have already said in reply to question the department is considering it and it is very soon appointing a committee to reconsider the whole question of the overseas scholars.

Mr. Vadilal Lallubhai: I could not follow the reply to part (b).

The Honourable Maulana Abul Kalam Azad : Six scholars for Statistics, eight for Economics and one for Agricultural Statistics.

Lala Deshbandhu Gupta: Will the Honourable Member please state the number of scholars from Delhi out of the 407 scholars sent overseas?

The Honourable Maulana Abul Kalam Azad: Notice is required.

Document No. 14

(ANSWERS BY MAULANA AZAD DT. 14-2-1947 TO THE QUESTIONS ASKED IN L.A. ABOUT THE UTILIZATION OF STUDENTS AFTER TECHNICAL TRAINING)

Seth Govind Das : (a) Will the Honourable Member for Education please state how many students sent abroad by Government at Government expenditure for technical training have up to now returned after completion of their studies?

(b) How do Government propose to utilize the valuable knowledge acquired by them.

The Honourable Maulana Abul Kalam Azad: (a) None of the overseas scholars sent abroad by Government have so far completed their studies.

(b) All the overseas scholars are expected to be employed on their return by Central and Provincial Governments concerned in gazetted posts on some suitable work connected with the various plans of development.

Seth Govind Das : Will the Government please state how many of the scholars sent abroad are expected to return soon?

The Honourable Maulana Abul Kalam Azad: Notice is required to answer that question.

Shri D.P. Karmarkar : Is the Honourable Member aware of the fact that in the case of some subjects, for instance, micro-films, there are no corresponding facilities in India for utilizing the services of the scholar after his return?

The Honourable Maulana Abul Kalam Azad: Notice is required to answer this question also.

Mr. Siddiq Ali Khan : Will the Honourable Member please state whether the ratio fixed for the minorities was taken into consideration when the scholars were sent abroad?

The Honourable Maulana Abul Kalam Azad : I have been informed by the Department that the same ratio, as is commonly observed in the services that is 25 per cent, has been observed here also.

Sardar Mangal Singh : Will the Honourable Member please state if all the scholars who return from abroad will be provided with jobs?

Shri A.C. Vellingiri Gounder : I want your ruling on this point. I raised this point before. The Government Member may talk in Hindustani but the other members who know English should speak in English. I should like to have your ruling.

Mr. President : The matter requires further consideration so far as the position of the rules goes. The Honourable Member is aware that there was a suggestion in the form of a question in this House in the last session to amend the rules and that matter is under consideration. So, I do not think I should commit myself to this or that view, till a final decision is taken by this House as regards the language which is permissible.

Shri V.C. Vellingiri Gounder : May I submit, Sir, that until those rules are framed, a translation may be made of these supplementary questions and answers which are put in Hindustani?

Mr. President: That translation will be printed in the debates.

The Honourable Maulana Abul Kalam Azad: It is hoped that all will be provided with jobs. I will, however, draw the attention of the Honourable Member to my statement given a few days ago to the Press Conference. The Department is also considering to create some further facilities in this connection.

Shri Sri Prakasa : Will the Honourable Member please take the trouble to state the number of scholars who were granted scholarships but could not be sent abroad because no arrangements could be made for them?

The Honourable Maulana Abul Kalam Azad : I gladly take the trouble to state that owing to difficulties met with in England and America some of the scholars could not be sent but they were warned of the obstacles that were to come in their way.

Shri Sri Prakasa : What could be the number of such scholars?

The Honourable Maulana Abul Kalam Azad: I want notice to answer that question.

Seth Govind Das : Will the Honourable Member please state whether or not proper arrangements for the boarding and lodging of scholars sent abroad could be made when food situation in those countries had so much deteriorated? If scholars were sent abroad

without giving due consideration to this fact it is possible they may have to be called back.

The Honourable Maulana Abul Kalam Azad : The Department has given full consideration to the point and a committee is to be set up to further consider it.

Document No. 15
LETTER FROM PT. JAWAHAR LAL NEHRU TO
MAULANA AZAD

New Delhi
14 February, 1947

My dear Maulana,

Thank you for sending me the note you have prepared for your press conference on the 18th. I have read it carefully. There are some matters in it which are likely to raise controversy. For instance, with reference to imparting religious instruction in schools you yourself say that there is a great deal of difference of opinion among experts on this point.¹ Without going into the merits of any such proposal, it is clear that opinions differ widely and if this is so, it would be unwise to say something on behalf of the Government without references to the Cabinet and without some kind of a decision on the subject. It would raise a controversy in the public also, and when we have so many controversies it hardly seems desirable to add to them.

2. Of course you are entitled to give your personal opinion, although the personal opinion of a Minister in regard to his department cannot wholly be personal.

3. Another matter, which is highly controversial in India at present, is the encouragement of the Roman script.² Personally I am not at all opposed to it, though I am not clear in my mind as to how far we can go. Gandhiji, as you know, is very much against it, and he has only recently written about it.³ I am quite sure that the great majority of our people are opposed to it at present and are likely to remain so at least so long as any vestige of British rule remains here. In this state of affairs no proposal to use the Roman script officially or semi-officially is likely to be approved of. It will only result in controversy.

4. The proposal to set up a National Museum should fit in with an actual proposal on that subject which has been made by a

committee specially appointed.⁴ It is true that the Museum is supposed to deal chiefly with art, archaeology etc.

5. The reference to the British Museum is perhaps not very appropriate because this Museum contains the collection not of British works of art etc., but rather foreign specimens. The chief British thing it has is a huge library.

6. You refer to the Jamia Millia and Shantiniketan. As you know, substantial grants have been made to both recently.

7. If I may say so, parts of your statement for the press are very good, but they are more in the form of an essay than of a press statement. The fairly long account of missionary effort is very interesting, but I doubt if it will be particularly relevant in the present context.

8. I am returning your note.

Yours affectionately,
Jawaharlal Nehru

1. As religious instruction imparted in private institutions in India, in many cases, instead of broadening the outlook and promoting a spirit of toleration and goodwill, had produced the opposite results, Azad felt that religious instruction could be imparted more effectively if the State took charge of that question.
2. Azad favoured the use of Roman script as supplementary to Devanagari and Urdu, but added that this question should be considered by educationists all over India.
3. In a press statement on 24 January 1947 Mahatma Gandhi said that the Roman script should not be allowed to replace "the two Indian scripts"; "let it not be said of India that it is so degraded as to become the blotting sheet of civilisation."
4. The Central Advisory Board of Education proposed the setting up of a National Cultural Trust as the first step to setting up a National Museum.

Document No. 16
LETTER FROM PT. JAWAHARLAL NEHRU TO
MAULANA AZAD

New Delhi
14 February, 1947

My dear Maulana,

I have received your note on Parliamentary Secretaries which I have read. I have also been thinking about the Council of State nominations. Apart from certain present difficulties in carrying out these proposals, there is a major difficulty. We are now in the midst of a very severe crisis which is likely to affect the whole constitution of the Government. No one knows what may happen within the next week or ten days. It is almost certain, however, that things will not remain where they are, and some decision this way or that way will have to be taken. It is at least a possibility that we may not remain in Government. In such a state of affairs it seems to me undesirable to make any fresh proposals which are in the nature of innovations or which may lead to controversy. I think we should allow matters to rest where they are till we know definitely what is going to happen. Because of this, I have for several weeks refrained from making several proposals in my department which I might otherwise have done.

2. There are some other considerations also which make me doubt the advisability of considering these matters. Any nomination to the Council of State should not be made without reference to the Leader of the Council, namely Nishtar. It is obvious that Nishtar will object to many of our nominations. We can hardly take this matter to the Cabinet and decide by a majority.

3. If any one Parliamentary Secretary is appointed, it will inevitably follow that the Muslim League Members will demand such secretaries for themselves. That will increase the Government in its wider sense and produce more confusion by bringing in non-

cooperative elements in it. Parliamentary Secretaries will have access to confidential files. Nothing will remain private.

4. We shall be on very weak ground if we make a major issue of appointments and nominations in such a way. If our proposal is accepted, the League will have full right to do the same. There will also be considerable heart-burning among our own people in the Assembly.

5. Charges of nepotism might be brought against us. These, no doubt, will be untrue, but they will still be believed. We have been very careful in this matter since we took charge of Government. Indeed I have appointed nobody to my departments although a change is needed.

6. Yesterday I heard, to my surprise and dismay, that Rajendra Babu had appointed Jugal Kishore Khanna as a Deputy Secretary in his department. Such an appointment of a leading Congressman in Delhi to a Deputy Secretary's position seems to me full of danger. It will give a big handle to our opponents and it will do no particular good to us. Apart from its effect upon us and the Government, it will, I think, adversely affect the Congress where there will be personal rivalries as to who should be appointed. The Congress organization, which is in a bad way today, will become worse. I am writing these brief points for your consideration.

7. I am returning your nc

Yours affectionately,
JAWAHARLAL NEHRU

Document No. 17

MAULANA AZAD'S ADDRESS IN THE PRESS CONFERENCE DATED 18-2-1947

It is universally recognised today that a system of national education is one of the fundamental tasks which faces any government. Not only is the existing condition of society determined by the quality of individuals composing it but its future as well. Nothing has a more important bearing on the quality of the individual than the type of education imparted. A truly liberal and humanitarian education may transform the outlook of the people and set it on the path of progress and prosperity, while an ill-conceived or unscientific system might destroy all the hopes which have been cherished by generations of pioneers in the cause of national freedom.

India is today on the threshold of freedom. It is therefore imperative that we survey the prevalent systems of education in order to find out how far they meet our national requirements. There can be no denying that the existing system of education was shaped by non-nationals in non-national interests. Macaulay is primarily responsible for our existing educational methods and ideals. He never concealed the fact that his chief aim was to create in India men who in training, outlook and loyalties would be devoted to the interests of Great Britain. Nevertheless, the great services which the existing system of education has rendered to the Indian people need not be denied. It opened to them a new world of science and modern technology. It inculcated a progressive spirit and brought Indian educational standards in line with the standards obtaining elsewhere. It has led to a re-awakening of the national spirit and a growth of modern and progressive outlook in all affairs of the world. There is equally no denying that this system has led to the creation of a small intelligentsia separated from the mass of the Indian people. It has also at times tended to divorce the educated class from the currents of India's traditional life. Dazzled by the achievements of the West, it has at times encouraged a tendency to disown or look down upon our national heritage. It has also tended to encourage fissiparous tendencies. The greatest charge against the present system of education is that it has not led to the development of a national mind.

Macaulay's contempt for oriental studies is well known. History has not justified the sweeping condemnation which Macaulay extended to them. Nor can history justify the method which Macaulay adopted for the promulgation of learning in this land. Macaulay's contention that Sanskrit and Persian were unsuited to be the medium of instruction in India is no doubt correct, but English could serve the purpose no better. It is true that the different Indian Provincial languages were not at the time sufficiently developed to serve as the medium of instruction but there can be no doubt that a National Government would have taken these languages in hand and gradually developed them to serve the purpose. In any case, the Indian languages today have attained a development where they can serve as the medium of instruction up to the highest stage. The experiment of imparting instruction in the mother tongue up to the Matriculation standard has already been tried with success and the time has come when the process must be extended further and all education in the land made accessible to the people in their own language.

All such development, however, presupposes a sound system of basic education. If the foundations have not been truly and firmly laid, no abiding superstructure can be built. The whole edifice of education and culture ultimately rests upon the teaching imparted in the early stages. In India this has been unfortunately neglected in a way which cannot be too strongly condemned. Education has often been left in the charge of persons who do not possess the minimum qualifications for it. Nor can they be blamed, for the profession of teaching has been debased against the best traditions of the land. In the past the status of the teacher in Indian society was an exalted one. He might not have been wealthy but his comparative poverty was compensated by the need of respect and prestige which the profession of teaching carried with it. Today unfortunately all this has changed, and the teacher, especially in primary stages, is considered as hardly better than an inferior servant. Any programme for reconstruction of education must therefore place in the forefront the task of improving the status and condition of teachers, and I am confident that the new National Government of India will recognise this as one of its first and foremost tasks.

It is not necessary to go into the details of the scheme for reorganisation of basic education as that has already been sufficiently discussed in the press and on the platform. It will suffice to say that

the basic scheme of education will go a long way towards meeting some of the points indicated above. This report popularly known as the Sargent Report not only ensures an improvement in the status of teachers in all stages but also lays down the criteria along which education for citizenship should proceed. The emphasis on the development of education through the mother tongue has also been sufficiently recognised in that scheme. It is a matter for pleasure that the Provinces are making arrangements for giving immediate effect to the scheme and have requested co-operation from the Centre. The Educational Adviser has received invitations from most of the Provinces and is shortly going out on tour. I propose to call a conference of Provincial Ministers and representatives of universities in order to plan out a comprehensive programme of work.

One question on which the report has not come to any definite conclusion is that of religious instruction in schools. I know that there is a sharp difference of opinion among experts on this question. Two committees appointed by the Central Advisory Board of Education have submitted contrary reports. In the past a majority of educationists placed the emphasis on purely secular education. This was true of Great Britain and in Russia, after the Soviet Revolution, there was a positive anti-religious temper in educational policy. Those who hold a different view emphasise that experience tends to prove the futility of education from which religion has been divorced. Today in Great Britain a system of education has been evolved under the supervision of the State. It is reported that Russia also has in the recent past recognised the value of religious instruction and taken steps to that effect.

The Government will have to give proper weight to both these points of view and come to a decision on the question. One thing, which, however, has to be remembered, is that in India the emphasis on religion has been and is greater than in other countries. Not only the past traditions of India but also the present temper of the people tend to emphasise the importance of religious instruction. If the Government decide that religious instruction should be included in education, it seems imperative that the religious instruction offered should be of the best type. The religious instruction often imparted in India in private institutions is of a kind which instead of broadening the outlook and inculcating a spirit of toleration and goodwill to all men produces exactly the opposite results. It is likely that under

State supervision even denominational teaching can be imparted in a more liberal spirit than under private control. The aim of all religious teaching should be to make men more tolerant and broad-minded and it is my opinion that this can be more effectively done if the State takes charge of the question than if it is left to private initiative. I will indicate the decision of the Government on this question at an early date.

Another point on which I want to express my opinion is in respect of the educational activities of missionary societies. Friends from England have sent me cuttings from papers in which this question has been raised. There is no doubt that missionary societies have played a very important part in the dissemination of modern education and the development of the modern outlook. This is true not only of India but of other countries of the East as well. I can speak with personal knowledge of the Middle East countries. Before 1907 the only institution imparting modern higher education in Turkey was Robert College run by the American Mission and its contribution to the awakening of Turkey can never be forgotten. Modern education in Syria was largely the work of missionaries who founded three colleges in Beirut of which the most famous was the American Missionary College (Al Kulliat-us-Suria). Higher education in Iraq is similarly indebted to 'Kulliya Qudais Yusuf', i.e., St. Joseph's College. The same story is repeated in Egypt. It is true that Mohammad Ali the Great founded in the first quarter of the 19th century overseas scholarships for Europe under the name of 'Israliat' but most of the important personalities in Egyptian renaissance are products of the Missionary College of Beirut. The well-known modern Arabic author, George Zaidan, whose *History of Islamic Civilisation* has been translated into English by Nicholson, was a student of the Missionary College of Beirut. The Sarroof Brothers, well-known editors of 'Al Muqattam' and 'Al Moqtataf' also received their education and their inspiration of service from the same missionary college.

These missionary societies helped not only in the spread of modern education but, what is more, contributed greatly to the development of indigenous languages. They were also in many cases the pioneers in oriental research and scholarship. Vondyke came as an American missionary to Beirut when he was only 18 and devoted himself to the development of modern education in Syria. The Scientific series which he published under the name of 'An Naqsh Fil Hajar' is one of the

best scientific works in Arabic of the 20th century. Perhaps the best modern book on Astronomy in Arabic is his work entitled 'Al Haiat.' I do not want to dilate here on the services they have rendered in China, Japan and other South-East Asian countries.

New education in India also began with the work of the missionary societies. The East India Company had at first been in favour of oriental education and it was through the efforts of the Serampore Mission that the foundations of European Education in India were laid. Since that time missionary societies have kept up their educational work and brought learning to millions who, but for their help, would have remained immersed in illiteracy and ignorance.

Their work in the development of Indian languages has also been of the greatest value. One of the first standard works in Urdu prose is a translation of the Bible that they completed in the beginning of the 19th century. Urdu has made tremendous strides in the last 150 years and yet this early translation of the Bible remains a standard of Urdu prose.

With such valuable examples of the work done by the missionaries in the past, there is no reason why their work on the same humanitarian lines should not receive equal appreciation in the future. It is only in respect of one problem that difficulties arise at times. This is on the vexed question of conversions and especially conversions *en masse*. World opinion has undergone great changes on the question and responsible missionaries have themselves come to recognise that mass conversions are in reality no conversion at all. Christ himself emphasised the baptism of the spirit rather than formal baptism by water, and missionaries would be true to the spirit of Christ if they preached His message of humanity instead of attempting to convert people to the dogma of a Church. If all missionary societies adopt this enlightened outlook, there is no reason why independent India should in any way hesitate to accept the services which it is theirs to offer.

I would like to say a few words about another problem. The Deputy Educational Adviser (Resettlement) informs me that during the war two million soldiers were made literate by the Army through the use of the Roman script. Experience showed that they could acquire a working knowledge of Hindustani in three to six months' time. I am told that this would have been impossible to achieve if the Devanagari or the Urdu script had been used. Roman has thus solved the problem of finding alternative scripts for men of different

of education is necessary in order to tackle satisfactorily even these problems. I have every hope that we shall be able to make up our leeway by a determined and concerted effort and place education in India on a par with education in other civilised countries of the world.

Document No. 18
LETTER FROM SARDAR PATEL TO
MAULANA AZAD

New Delhi,
20 February, 1947

My dear Maulana Sahib,

Many thanks for your letter of the 10th instant, in which you were good enough to make some suggestions regarding the improvement of music and overseas broadcasts of All India Radio.

2. I am glad to know that you are taking so much interest in these matters, and I am always at your disposal in regard to any suggestions that you might have to make for the improvement of these broadcasts. While I make no apology for such defects as exist in the quality of these broadcasts, I think it would be a mistake to ignore the patent fact that the artistic talent at the disposal of each radio station is limited, and that they have to make the best of whatever talent is available to them. We have also to take note of the fact that the remuneration which we can give to these artistes is not sufficiently attractive, and having regard to the present financial difficulties, of which you are no doubt aware, it does not seem possible to make any improvement in that respect.

3. The limited availability of talent in foreign languages is even more marked.

Yours sincerely,
Vallabhbhai Patel

The Hon'ble Maulana Abul Kalam Azad
22, Prithviraj Road
New Delhi.

Document No. 19

ANSWERS DATED 24-2-1947 BY MAULANA AZAD TO THE QUESTIONS ASKED IN THE CONSTITUTENT ASSEMBLY OF INDIA (LEGISLATIVE)

INTRODUCTION OF VERNACULARS AS MEDIUM OF INSTRUCTION IN DEGREE COLLEGES

Mr. Madandhari Singh: Will the Honourable Member for Education be pleased to state:

(a) the names of Universities where Vernaculars have been introduced as medium of instruction in Degree Colleges;

(b) the names of Universities who are contemplating to introduce vernaculars as medium of instruction in Degree Colleges; and

(c) whether there is any University which has not yet done any thing to introduce vernaculars as the medium of instruction in Degree Colleges; if so, the reasons therefor?

The Honourable Maulana Abul Kalam Azad: (a) to (c). The Osmania University, Hyderabad (Deccan) has adopted Urdu as the medium of instruction. The Government of India have no official information in respect of other Indian Universities but it has been reported that the Lucknow University has introduced Hindi and Urdu as medium of instruction for B.A., B.Sc., and LL.B., Classes from July 1946 and the Nagpur University has permitted from 1945 the introduction of Indian Languages in the Central Provinces as media of instruction in the Colleges in Nagpore and Wardha. It is also reported that Patna University had decided to introduce Hindustani as medium of instruction for non-language subjects at Intermediate and Bachelor stages of Faculty of Arts, Science and Commerce from July 1947 and Nagpur University has decided to introduce Hindi, Urdu and Marathi as medium of instruction. The Government of India have been fully alive to the importance of the issue raised in the question and I propose to summon at an early date a Conference of representatives of Universities and the Provincial Governments to survey the whole position.

Lala Deshbandhu Gupta: Will the Honourable Member please state, so far as the Delhi University is concerned, whether it has taken into consideration the question of making Hindustani as the medium of education?

The Honourable Maulana Abul Kalam Azad: The Government has no information about it.

Lala Deshbandhu Gupta: Will the Honourable Member make a move in this connection?

The Honourable Maulana Abul Kalam Azad: As I have already told the Honourable Member that it is under consideration to call a conference in this connection.

Dr. Zia-ud-din Ahmad: Is the Honourable Member aware of the fact that the United Provinces Government invited a Committee to consider this question but that Committee never met and it was postponed at the last minute?

The Honourable Maulana Abul Kalam Azad: In any case, the question should not be asked from me.

Document No. 20

MAULANA AZAD'S INTERVIEW TO THE A.P.I. DATED 25-2-1947

Maulana Azad in an interview to the A.P.I. said that Mr. Attlee's statement on India had evoked mixed feelings in his mind. He was, on the one hand, gratified to find that the reading of the situation, he adopted in June 1945 had been justified by events. At the same time he could not help a feeling of regret that Lord Warvell, who was the initiator of new chapter in the history of relation between India and England, was retiring from the scene.

Recalling the atmosphere of the country at the time of his release in June 1945, Maulana Abul Kalam Azad said:

"There was on all hands suspicion and distrust of British intentions at the time I confess that I was myself prejudiced and the events of the last three years had left in my mind a legacy of bitterness. It was in that mood that I went to Simla to participate in the proposed conference but when I met Lord Wavell, I experienced a sudden change of mind. I found him a rugged, straightforward soldier void of verbiage and direct both in approach and statement. He was not devious like the politician but came straight to the point and created in the mind an impression of great sincerity which touched my heart. Therefore, I felt it my duty to advice the country to adopt a constructive method for achieving its political objective and since then in spite of a general atmosphere of doubt and opposition, I have never deviated from that course. It is common knowledge that since the first Simla Conference at least on four different occasions there were attempts both from within and outside the Congress to precipitate a movement and force Congress to resort to direct action but I was convinced that in view of the conciliatory attitude of the British Government such a course would be ill-advised.

I exerted all my influence to keep the Congress course steady, and to-day I feel justified that my reading of the situation was not wrong. The Simla Conference had failed, but soon after, the general elections were held in England and the Labour Party came into power. They declared that they would carry out in practice their

former professions about India. Events have since then proved that their declaration was sincere.

Cripps' Mission Recalled

I do not know what communications passed between Lord Wavell and H.M.G. in the last two or three weeks. Obviously there were some differences which led to his resignation. We may differ from his appraisal of the situation. But we cannot doubt his sincerity or integrity of purpose. Nor can I forget that the credit for the changed atmosphere in Indo-British relations to-day must be traced back to the step which he so courageously took in June 1945. After the failure of the Cripps Mission Mr. Churchill's Government had made up their mind to put the Indian question in the cold storage for the duration of the war. Indian opinion could also find no way out and the events after 1942 had further increased the bitterness. To Lord Wavell must belong the credit for opening the closed door and in spite of initial opposition from the Coalition Government, he was able to persuade them to agree to make new offer to India. The result was the Simla Conference which indicated a way out of the impasse. The Simla Conference did not succeed but everything that has followed since then has been a logical development of the courageous step which he took.

I am confident that India will never forget this service of Lord Wavell and when the time comes for the historian of independent India to appraise the relations of England and India, he will give Lord Wavell the credit for opening a new chapter in those relations.

Document No. 21

ANSWERS DATED 27-2-1947 BY MAULANA AZAD TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY OF INDIA

DIFFICULTIES EXPERIENCED BY INDIAN STUDENTS IN ENGLAND

Sri R. Venkatasubba Reddiar: Will the Honourable Member for Education be pleased to state:

(a) whether Government are aware of the difficulties experienced by Indian students in England and their representation to the India House;

(b) whether it is a fact that students sent from this country find it difficult to get admission into efficient institutions and also accommodation;

(c) if the answer to part (b) is in the affirmative, the steps Government propose to take to secure admission and accommodation for these students; and

(d) the steps that are proposed to be taken to prevent such difficulties arising in future?

The Honourable Maulana Abul Kalam Azad: (a) Yes.

(b) Yes. The position with regard to the admission and accommodation of Indian students in the United Kingdom is very difficult. British Universities have been and are likely to be for some time extremely overcrowded on account of rush of demobilised personnel to educational institutions. As 90 per cent. of the available seats have been reserved for British ex-servicemen and women, very few seats are left in the British Universities and Institutions for other students. It is therefore, inevitable that out of the very large number of Indian students, both private and Government Scholars, now going to the United Kingdom for studies, some do not succeed in obtaining admission to the best institutions.

Similarly with regard to accommodation there is a general shortage in the United Kingdom and the authorities concerned, in spite of their best efforts, are unable in all cases to make satisfactory

arrangements, particularly for those students who reach the country without notice or at very short notice.

(c) and (d) Arrangements already exist in the Education Department of the High Commissioner's Office in London for helping students to secure admission and accommodation. It is now proposed to strengthen the organization and to set up a separate Welfare Branch to deal with the problem of accommodation. Last year one hostel for Indian students in London and another in Edinburgh were purchased and the proposal to set up a Reception and Transit Camp in London is now under consideration.

Sri R. Venkatasubha Reddiar: Sir, I have not understood the Hindustani reply to my question.

Mr. President: A translation of the reply will be supplied to the Honourable Member later on.

Sri R. Venkatasubha Reddiar: I want to put supplementary questions.

Shri D.P. Karmarkar: With regard to part (d) of the question may I know whether Government are taking steps to create more and more facilities in India itself for tuition in faculties for which people are sent abroad?

The Honourable Maulana Abul Kalam Azad: Yes, every effect is being made in this respect. The new Committee will consider this question *de novo*.

Mr. Tamizuddin Khan: Will the Honourable Member please state whether Government scholars also find it difficult to secure admission in any British Universities after going to the United Kingdom?

The Honourable Maulana Abul Kalam Azad: Yes, this difficulty is being encountered.

Mr. Tamizuddin Khan: Will the Honourable Member please state why the admission of Government scholars is not previously arranged before they go to the United Kingdom?

The Honourable Maulana Abul Kalam Azad: Owing to War, this sort of arrangement could not be made; but, so far as my information goes, scholars, who were sent abroad, were fully warned of the conditions in these countries and of the difficulties that they would have to face there.

Sri R. Venkatasubha Reddiar: Will the Government consider the desirability of discontinuing the awarding of scholarships till sufficient

accommodation is secured for the scholars in the United Kingdom?

The Honourable Maulana Abul Kalam Azad: As I have already brought it to the notice of the Honourable Member a new Committee has been set up who will consider this question afresh.

Mr. Muhammad Nauman: I want to know if arrangements have been made to increase the stipends of the scholars who are at present proceeding abroad or they are being paid at the old rate?

The Honourable Maulana Abul Kalam Azad: I want notice to answer this question.

Shri Mohan Lal Saksena: May I know the number of the members of this Committee.

The Honourable Maulana Abul Kalam Azad: It will be announced very soon.

Document No. 22

ANSWERS DATED 27-02-1947 BY MAULANA AZAD TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY

ANCIENT MONUMENTS AND TEMPLES AT AIHOLI AND PATTADKAL IN BIJAPUR DISTRICT

Shri D.P. Karmarkar: Will the Honourable Member for Education be pleased to state:

(a) the number of ancient temples at (i) Aiholi, and (ii) Pattadkal in the Bijapur District?

(b) whether Government are aware that these monuments are of importance from the point of view of History and Art;

(c) whether Government are aware that these temples are not well looked after by the Archaeological Department;

(d) the number of care-takers on the spot in charge of these monuments;

(e) whether it is a fact that there are no good roads from the nearest Railway Station to these places; and

(f) the steps Government propose to take to keep these monuments in order and make them easily accessible to the visiting public?

The Honourable Maulana Abul Kalam Azad: (a) the number of ancient temples at (i) Aiholi, is sixty and at (ii) Pattadkal, ten.

(b) Yes.

(c) No. Such repairs as are necessary in the light of archaeological requirements, are carried out to these temples from time to time.

(d) Two care-takers are employed at Aiholi and one at Pattadkal.

(e) Maintenance of roads is the responsibility of the Provincial government. The approach paths to these monuments belong to private owners of the land on which they are situated.

(f) The monuments are being kept in good repair but to make them more accessible than they are at present, would require acquisition of vast areas of private land.

Shri D.P. Karmarkar : With reference to answer to part (f) of the question, may I ask whether the Honourable Member is aware that in spite of the care that has been taken or perhaps on account of the care that has been taken many of the temples are dilapidating fastly?

The Honourable Maulana Abul Kalam Azad : government is not aware of such a state. In any case it will be investigated.

Shri D.P. Karmarkar : Is the Honourable Member aware that these monuments belong to a type of architecture which is peculiar to the tract and therefore they require special attention at the hands of the Archaeological Department?

The Honourable Maulana Abul Kalam Azad : The Government will consider it.

Mr. Ahmed E.H. Jaffer : Is the Honourable Member aware that in this very district of Bijapur and particularly in Bijapur City itself there are several mosques and Idgahs where there are latrines near about with the result that they cause a great nuisance to those who go there to pray? Will he take the trouble to see that these latrines are removed without delay?

The Honourable Maulana Abul Kalam Azad : Investigations will be instituted in this connection.

Document No. 23
STATEMENT IN THE PRESS CONFERENCE

27-2-1947

Maulana Abul Kalam Azad in a Statement in the press conference today said,

“The form in which my speech at the conference of the Committee of Arabic and Persian studies in Lucknow has been reported is likely to cause misunderstanding. The reports say that I had stated that the medium of instruction, should be the mother tongue and that knowledge of English was necessary only to the extent of being able to read and write the language. My remarks were confined to Arabic students and in that context I had said that students should acquire at least a working knowledge in English. So far as general studies are concerned, it was never my intention to suggest that there should be any falling in the standard of English taught.

“150 years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of one of the major languages of the world and Indians can neglect its study only at the risk of loss to themselves, I am convinced that in the future as well, the standard of teaching English should be maintained at as high a level as possible but the medium of instruction must from the very nature of the cause, be the mother tongue.”

Document No. 24

STATEMENT IN THE PRESS CONFERENCE

New Delhi

27-2-1947

“Education should have the highest priority in our national budget and should take the place immediately after food and clothing. In fact the proper system of education was necessary in order to tackle satisfactory even those problems,” said Maulana Abul Kalam Azad, Education Member, Government of India, at a press conference on Feb. 27, 1947.

The Central Government’s educational programme, Maulana Azad said, included the setting up of a national museum, allocation of fund for fundamental research work, development of archaeological studies and the use of broadcasting and films for the purpose of mass education.

Replying to a question regarding his views on communal Universities the Maulana said: “Communal Universities have been harmful to the country and I hope in future there should not be Universities on communal basis.”

Surveying the present system of education he agreed that it had been shaped by non-nationals in non-national interests and that it had not led to the development of a national mind. Nevertheless, he added, the services which the existing system of education had rendered to the Indian people need not be denied. “It had opened a new world of science and modern technology to the Indian people. It had inculcated a progressive spirit and had brought the Indian educational standards into line with the standards obtaining elsewhere.”

The education member revealed that the two committees appointed by the Central Advisory Board of Education had submitted contrary reports on the question of religious instruction in schools and that the Government would have to give proper weight to both the reports before coming to decision. “If the Government decide that religious instruction offered should be of the best type. The religious instruction often imparted in India in private institutions is of a kind which

instead of broadening the outlook and inculcating a spirit of toleration and goodwill to all men produces exactly the opposite result," he said.

Communal Universities

Referring to the existence of communal universities, Maulana Azad declared that Government was opposed to the establishment of such universities as they have harmed the country greatly. The Government would, however, have to go on subsidising them till strong public opinion prevailed against them and they were replaced by national universities, he added.

Acknowledging the valuable work done by missionary societies in spreading modern education and in contributing referred to the question of mass conversions carried on by these societies and said, "Responsible missionaries have themselves come to recognize conversion at all. If all missionary societies adopt this enlightened outlook, there is no reason why independent India should in any way hesitate to accept the service which it is theirs to offer."

Roman Hindustani

Maulana Azad emphasised the need of producing literature in Roman Hindustani for the benefit of nearly two million soldiers who were made literate by the army through the use of Roman script. "If those men who have been made literate during their service in the army are not to lapse into illiteracy, we must provide them with suitable literature in Roman Hindustani. There is great demand for such literature and the Department is considering how to meet this demand." He remarked that every Indian should learn both Devanagari and Urdu script line same that were the line he suggested that the use of Roman in addition to Devanagari and Urdu, in central educational publications may be considered as a temporary expedient.

Research Work

The Government he said, proposed making provisions for fundamental research work and for this definite sums would be allocated every year. The Co-ordination Committee of Cabinet had approved, for principle, of a grant of Rs. 7,500,000 for research work in the next five years. The Government also had under consideration the questions of giving grants to educational experimental institutions and preparing some kind of generalised curriculum.

“I have every hope that we shall be able to make up our leaway by a determined and concerted effort and place education in India on a par with education in other civilised countries of the world,” he concluded.

Document No. 25

ANSWERS OF MAULANA AZAD DATED 5-3-1947 TO THE SHORT NOTICE QUESTION, IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) GIVEN BY PANDIT M.B.L. BHARGAVA.

GRIEVANCES OF AJMER-MERWARA SCHOOL TEACHERS

Pandit Mukut Bihari Lal Bhargava : Will the Honourable Member for Education be pleased to state:

(a) whether Government have received a representation from the Teacher's Association, Ajmer-Merwara, claiming similar interim relief as has been provided to the teachers of Delhi Province;

(b) whether this Association has served a strike notice;

(c) whether Government and the Association have recently carried on any negotiations to find out a solution satisfactory to all parties concerned; and if so, what is the result; and

(d) what steps, if any, are being taken by Government to avert the strike and to improve the lot of the teachers?

The Honourable Maulana Abul Kalam Azad : (a) A Copy of a Resolution passed at an extraordinary General meeting of the Ajmer-Merwara Teachers' Association, held on the 17th January, 1947, demanding similar relief as has been provided to the teachers of Delhi Province was received by the Government of India through the Local Administration on the 17th February, 1947;

(b) No Official communication of a final decision to go on strike has been received by the Government of India;

(c) The teachers had placed their grievances before the Local Education Department, Ajmer-Merwara, who referred the matter to the Government of India for decision;

(d) The Government of India have agreed to grant the same concessions as sanctioned to teachers in Delhi Province to teachers in Ajmer-Merwara. The Local Administration have been informed of this decision on the 1st March, 1947 and have been asked to submit details for expenditure sanction immediately.

Document No. 26

ANSWERS BY MAULANA AZAD IN THE LEGISLATIVE ASSEMBLY DATED MARCH 17, 1947 TO THE QUESTIONS OF PT. SHRI KRISHNA DUTT PALIWAL ON THE PROVISION OF FACILITIES TO DIPLOMA HOLDER OF DELHI POLYTECHNIC

Pandit Sri Krishna Dutt Paliwal : Will the Honourable Member for Education be pleased to state: (a) If the students of the Delhi Polytechnic after passing the Polytechnic senior course are eligible for going abroad for further studies; and

(b) The facilities which Government intend to provide to the Diploma holders of the Polytechnic as compared to the graduates of other Universities for further studies abroad?

The Honourable Maulana Abul Kalam Azad : (a) The Polytechnic Senior courses leading to All-India Diplomas are recognised for the award of Central Government Overseas Scholarships under the scheme sponsored by the Education Department.

(b) The Diploma holders are treated on par with the graduates of other universities and Government do not contemplate extending sponsored by the Education Department.

Document No. 27

(MAULANA AZAD'S CLARIFICATION IN THE LEGISLATIVE ASSEMBLY, DATED 17-3-1947 IN CONNECTION WITH THE DEMAND OF THE ALL INDIA DIPLOMAS

THE HONOURABLE MAULANA ABUL KALAM AZAD: (a) The main demand of the students was the recognition of the All-India Diplomas or in the alternative affiliation of the Polytechnic to the Delhi University. The Federal Public Service Commission have now provisionally recognised the All-India Diploma in Electrical Engineering as a sufficient qualification for admission to the Combined Engineering Services Examination for recruitment to Superior Engineering Services under the Central Government. This recognition will be made absolute after the Institution of Engineers (India) accept this qualification for purposes of exemption from Section 'A' and 'B' of their Associate Membership Examination. A Committee of the Institution of Engineers (India) recently inspected the Polytechnic and the Institution's decision is awaited.

The All-India Diploma in Commerce with Auditing as a special subject has been recognised an equivalent to first R.A. Examination for purposes of Rule 61(2) (iv)(b) of the Income-tax Act. The Diploma with Auditing and Accountancy as special subject has been accepted as equivalent to a degree of an Indian University for purposes of employment in the Office of the Auditor General in India.

All All-India Diplomas have been recognised for recruitment to teaching posts under the Central Government and for overseas scholarships.

The other grievances of the students relate to laboratories, staff and hostels and these have been removed to a considerable extent.

(b) An application has been made to Delhi University for affiliation of some of the Technical Departments of the Polytechnic. A scheme for instituting Honours Degree Courses in Technology is under consideration.

Document No. 28

ANSWERS BY MAULANA AZAD DT. 25-3-1947 TO THE QUESTIONS RAISED IN THE LEGISLATIVE ASSEMBLY IN CONNECTION WITH THE EXCAVATION ON AGROHA MOUND IN HISSAR DISTRICT FOR ARCHAEOLOGICAL PURPOSES

Pandit Thakur Das Bhargava: (a) Will the Honourable Member for Education kindly state if the Agroha mound in the Hissar District of the Punjab was excavated for archaeological purposes?

(b) Have any valuable articles been discovered? if so, what?

(c) Is there any proposal to start the excavations again? If so, when?

(d) Was any research made to find out the age of the articles found at Agroha? If so, what was the result?

The Honourable Maulana Abul Kalam Azad: (a) Yes, in 1937-38.

(b) About 400 antiquities were brought to light in trench up to a depth of 12 feet, comprising pottery, terracotta and copper objects, fragments of stone sculptures, plaques, grinding stones, beads, shell bangles, iron implements and other objects including an inscribed clay die, a burnt brick-bark manuscript and a clary seal.

Two pits sunk at the extreme east of the mound, yielded a well made of terracotta rings, and 120 portable antiquities comprising pottery and two small hoards of coins; one containing five silver coins belonging each to Antialkidas, Appollodotes, Starto, Amyntas and one punch-marked coin with solar and tree symbol; and the other containing 55 mostly rectangular copper coins with an inscription Agodaka Agacha Janapadasa.

(c) Yes, as soon as possible; but it will, however be appreciated that funds available for excavation are limited.

(d) Yes, the recovery of Indo-Greek and the Agodaka coins have established the antiquity of the place to about the 2nd century B.C.

Pandit Thakur Das Bhargava : Have these coins been found to bear any connection with Raja Ugra Sen?

The Honourable Maulana Abul Kalam Azad : I want notice to answer this question.

Seth Govind Das : Will the Honourable Member consider that in addition to this place Muttra and Ajodhya are two other places where Suraj Bansi and Chander Bansi dynasties ruled? Will it be taken into consideration in connection with archaeological survey that such work is started at those places at an early date.

The Honourable Maulana Abul Kalam Azad: As I have already said our means are very limited and we have been little fund for the work, yet the proposal will receive consideration.

Document No. 29

REPORT DATED 24-4-1947 OF THE COMMITTEE APPOINTED BY THE CONSTITUENT ASSEMBLY OF INDIA TO NEGOTIATIVE WITH THE STATE NEGOTIATING COMMITTEE WITH MAULANA AZAD AS A MEMBER

By a resolution of the Constituent Assembly passed on the 21st December 1946, the following members, viz.

- (1) The Hon'ble Pt. Jawaharlal Nehru
- (2) The Hon'ble Maulana Abul Kalam Azad
- (3) The Hon'ble Sardar Vallabhbhai J. Patel
- (4) Dr. B. Pattabhi Sitaramayya
- (5) Mr. Shankarrao Deo
- (6) The Hon'ble Sir N. Gopalaswami Ayyangar

were appointed as a Committee to confer with the Negotiating Committee set up by the Chamber of Princes, and with other representatives of Indian States, for the purpose of

- (a) fixing the distribution of the seats in the Assembly not exceeding 93 in number, which in the Cabinet Mission's Statement of May 16, 1946, are reserved for Indian States,
- (b) fixing the method by which the representatives of the States should be returned to the Assembly,

and thereafter to report the result of such negotiations. By a further resolution passed on the 21st January, 1947, we were empowered to confer with such persons as we thought fit, for examining the special problems of Bhutan and Sikkim, and to report to the Assembly the result of such examination. This report deals only with the negotiations conducted by us in pursuance of the resolution of the 21st December.

2. The first series of our joint meetings with the States Negotiating Committee were held on the 8th and 9th February, 1947. The discussion largely centred on the scope of subjects to be negotiated between the two committees. It was urged by the States Negotiating Committee

that there had been no decision yet on the part of the States to enter the Constituent Assembly, and that it would not be possible for them to decide this issue till they received satisfactory assurances on a number of points mentioned in the resolution adopted on the 29th January, 1947, by the General Conference of Rulers (Appendix A). On the other hand, we pointed out that most of those points could only be discussed by a fully constituted Constituent Assembly including the representatives of the States; they were in any case clearly beyond our competence as a Committee, our own functions being limited to the matters laid down in the resolution of the Constituent Assembly passed on the 21st December, 1946. But while we were not prepared as a committee to discuss matters going beyond our mandate, we raised no objection to discussing, in a friendly and informal manner, as individuals, certain difficulties, and to removing certain misapprehensions which seemed to be causing concern to the Princes. The more important of the points cleared up in the course of these discussions were summarised by Pandit Nehru as follows :

"The first thing to be clear about is to proceed with the full acceptance of the Cabinet Mission's Statement. Apart from the legality of the Statement one thing also seems to me obvious, namely, that the scheme is essentially a voluntary one, where no compulsion, except, as I said, compulsion of events, is indicated. No doubt, so far as we are concerned, we accept it as a voluntary scheme where people may join as individuals, as groups, or Rulers or otherwise. We are not trying to force any to join if they do not want to. It is a matter for negotiation throughout....

"Now, to go back, apart from the acceptance of the scheme which is basic, some points were raised yesterday. One was about the monarchical form of Government. That question has not arisen at all in the Constituent Assembly nor, so far as we can see, does it arise at all from the Statement. But it has been repeatedly stated on our behalf in the Constituent Assembly as outside that we have no objection to it we accept that, and we do not want to come in the way of the monarchical form of Government at all. This has been made perfectly clear.

"Another point that we raised in our discussion yesterday

was about some apprehension about territorial readjustments. I tried to point out that the Resolution passed by the Constituent Assembly had no reference in the minds of those who framed the Resolution or who proposed it there, to any change regarding the States. It has no relation to the States. It was an indication that there will be provision made in the constitution or in the process of re-grouping units, etc., where some changes may have to be made. It had no reference to changing boundaries. I can concede territorial boundaries being changed for economic reasons, for facilitating governmental purposes, etc., but any such territorial readjustments, we are quite clear, should be made with the consent of the parties concerned, and not be forced down. I say, for the moment we are not thinking in terms of any such thing, but if this question arises, it should be essential that the parties concerned should consent to it.

"The scheme, as has already been stated, is a voluntary one, and whether in regard to the entry into the Constituent Assembly or subsequently when the Constituent Assembly decides and comes to conclusions, there will be no compulsion, and the States will have the right to have their say at any stage just as anybody else will have the right to have their say at any stage. So the coercive factor must be eliminated from that.

"In regard to some confusion which has possibly arisen in regard to subjects and powers, we go on what the Cabinet Mission's Statement specifically says. The Cabinet Mission's Statement said: "The States will retain all subjects and powers other than those ceded to the Union." That is perfectly clear, we accept that statement, we accept that entirely. Generally speaking, those are the matters that came up yesterday in the course of discussion, and perhaps we might proceed on that basis and consider matters now."

We further explained that the Constituent Assembly could not possibly take up the position that they were not prepared to discuss matters with States not represented on the Chamber of Princes Negotiating Committee; or with representatives of States peoples, as that would involve an element of compulsion which was contrary to their conception of the scheme.

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3. A general understanding having been arrived at, as a result of the above exchange of views, the States Negotiating Committee proceeded to consider the two matters on which we had been asked to negotiate by the Constituent Assembly. After a preliminary discussion, it was decided that the question of the distribution of the 93 seats should be referred to the Secretariats of the Constituent Assembly and the Chamber of Princes, and their recommendations placed before the next meeting of the two committees on the 1st March, 1947.

4. In the meanwhile, the Dewan of Baroda had asked for direct negotiation with us on the representation of Baroda in the Constituent Assembly. We accordingly met Sir B.L. Mitter on the 9th February. In the course of our discussion, he made it clear that it was the decision of the Baroda State, both the Ruler and the people, to give the fullest co-operation to the Constituent Assembly in its work and that they were prepared to take steps forthwith for the selection of representatives so that these could take part in the work of the Assembly at the earliest possible date. It was agreed between us and the Dewan that Baroda should, having regard to its population, send three representatives and that these should be elected by the Dhara Sabha (the State Legislature) on the principle of proportional representation, by means of the single transferable vote, and that only its elected and nominated non-official members should take part in the election.

5. The next joint meeting of the two committees was held on the 1st March, 1947. At this meeting we urged that H.M.G.'s declaration of the 20th February had introduced an additional element of urgency in our task and that it would be greatly to the advantage of the States no less than to the British Indian representatives in the Constituent Assembly if State's representatives could join the Assembly during April session. We pointed out that there was nothing in the State Paper of the 16th May which operated as a bar against States doing so. We also suggested that it would be to our mutual advantage if State's representatives could function forthwith on some of the committees set up by the Constituent Assembly, particularly the Union Powers Committee and the Advisory Committee on fundamental rights, etc. The States Negotiating Committee, however, expressed their inability to take these steps in the absence of a mandate from the General Conference of Rulers whom they promised to consult at an early date.

6. The discussion then turned on the method of distribution of the 93 seats allotted to the States. The Committees approved of the distribution as proposed by the two Secretariats (Appendix B) and authorised the making of such minor modifications as are considered necessary by the parties concerned.

7. After this, we discussed the method of selecting representatives. Various proposals were made and discussed in a joint sub-committee set up for the purpose. Eventually, after a consideration of the sub-committee's report, the following formula was accepted by both Committees, viz., that not less than 50 per cent. of the total representatives of States shall be elected by the elected members of legislatures or where such legislatures do not exist, of other electoral colleges. The States would endeavour to increase the quota of elected representatives to as much above 50 per cent. of the total number as possible.

This formula has since been ratified by the General Conference of Rulers held on the 2nd April. A copy of the resolution passed by the Conference is attached (Appendix C).

We pointed out that in regard to two States, viz., Hyderabad and Kashmir elections to their legislatures had been boycotted by important organisations representing the people of the States concerned and the legislatures therefore could not be considered to represent the people as they were intended to do. In the cases of these two States, we suggested that a suitable method of electing representatives for the Constituent Assembly should be devised. The Chancellor said that he would communicate the suggestion to the States concerned.

8. A Committee consisting of the following members: (1) Dr. Pattabhi Sitaramayya, (2) Sir N. Golpalaswami Ayyangar; (3) Sir V.T. Krishnamachari; (4) Sir Sultan Ahmed; (5) Sir B.N. Rau; (6) Mir Maqbool Mahmood; (7) Mr. H.V.R. Iengar, was set up to consider the modifications referred to in para. 6 above and other matters of detail that might arise from time to time and to report, if necessary, to the two Negotiating Committees.

We have been informed that the States of Baroda, Jaipur, Jodhpur, Rewa, Cochin and Bikaner have already selected their representatives in accordance with the agreement arrived at. These representatives have been invited to take their seats at the forthcoming session of the Assembly. The seats of Patiala, Udaipur, Gwalior and Bhavnagar

have also announced that they will take part in the work of the Constituent Assembly.

JAWAHARLAL NEHRU
A.K. AZAD
VALLABHBHAI PATEL
N. GOPALASWAMI
SHANKARRAO DEO
B. PATTABHI SITARAMAYYA

NEW DELHI;
24th April, 1947.

Document No. 30
OPENING SPEECH OF MAULANA AZAD IN THE
SESSION OF S.C.L.E.

Simla

22-5-1947

Maulana Abul Kalam Azad, Education Member, Interim Government in his inaugural address at the session of the Standing Committee of the Legislature on education in Simla today on May 22, 1947, said that the Interim Government should have given their highest priority to problem of education but political situation in the country had not been easy and most of them had been preoccupied with constant changes in the political scene. He felt that he had not been able to do all that he wanted though he had certain definite schemes and all that was necessary was to put them into execution.

Maulana Azad said, "Things are however coming to a head and we are all hoping that in a few weeks time the political problem will be decided finally. We can then apply our undivided attention and energy to the fulfilment of our educational plans. The most important task before the National Government is to set up a new programme of National Education. Although we have not achieved all that we wanted a new spirit is already in evidence."

Maulana Azad added, "Education is a provincial subject. Provinces will, therefore, carry the actual work but it is the task of the Centre to set a standard for national education, I do not for a moment suggest any encroachment on provincial autonomy but if we are to get the most desirable results it is necessary that there should be one common pattern and here the Centre is of very great importance.

Whatever may be the decision in the political field it is therefore necessary that this department should continue for some time to come. In this way alone would it be possible for the provinces to work together in cooperation, coordinate all necessary measures and avoid duplication."

Maulana Azad said that they need not discuss the omissions and commissions of the system of education obtaining for the last 150

years. Now the whole outlook was changing, new responsibilities and new demands had come and old standards must give place to new.

Referring to the changes since the Cabinet Mission's arrival in March 1946, Maulana Azad said: "Now independence is within our grasp. The problem to-day is not so much as conquest of power as its proper use."

Document No. 31
LETTER FROM PT. JAWAHARLAL NEHRU TO
MAULANA AZAD

New Delhi

1 August, 1947

My dear Maulana,

I am writing to you rather formally to invite you to join the new Cabinet. This is hardly necessary, but still I felt that certain formalities should be observed.

As you know, all the existing Members, excepting those who have gone to Pakistan, will continue minus Rajaji who will become a Governor.

The question of portfolios will be finally determined later. But I take it that you would like to continue with the Education portfolio.

We shall have very difficult problems to face. The only way we can do so is to work as a joint team sharing each other's burdens. The old department system of work will have to give way to joint consultation on all important matters.

Yours sincerely,
Jawaharlal Nehru

Document No. 32
SPEECH DELIVERED BY MAULANA AZAD AT
JAMA MASJID OF DELHI ON 23-10-1947

My brethren

You know what has brought me here today. This congregation at Shahjehan's historic mosque is not an unfamiliar sight for me. Here, I have addressed you on several previous occasions. Since then we have seen many ups and downs. At that time, instead of weariness, your faces reflected serenity, and your hearts, instead of misgivings, exuded confidence. The uneasiness on your faces and the desolation in your hearts that I see today, reminds me of the events of the past few years.

Do you remember? I hailed you, you cut off my tongue; I picked my pen, you severed my hand; I wanted to move forward, you broke off my legs; I tried to turn over, and you injured my back. When the bitter political games of the last seven years were at their peak, I tried to wake you up at every danger signal. You not only ignored my call but revived all the past traditions of neglect and denial. As a result the same perils surround you today, whose onset had previously diverted you from the righteous path.

Today, mine is no more than an inert existence or a forlorn cry; I am an orphan in my own motherland. This does not mean that I feel trapped in the original choice that I had made for myself, nor do I feel that there is no room left for my *aashiana*(nest). What it means is that my cloak is weary of your impudent grabbing hands. My sensitivities are injured, my heart is heavy. Think for one moment. What course did you adopt? Where have you reached, and where do you stand now? Haven't your senses become torpid? Aren't you living in a constant state of fear? This fear is your own creation, a fruit of your own deeds.

It was not long ago when I warned you that the two-nation theory was death-knell to a meaningful, dignified life; forsake it. I told you that the pillars upon which you were leaning would inevitably crumble. To all this you turned a deaf ear. You did not realise that

fleet-footed time would not change its course to suit your convenience. Time sped along. And now you have discovered that the so-called anchors of your faith have set you adrift, to be kicked around by fate. Their understanding of the word fate does not correspond with the lexicon of your belief. For them, fate is another name for lack of courage.

The chessboard of British gamesmanship has been upturned. Those pawns called 'leaders' which you had carved and installed, have disappeared overnight. You believed that the chessboard had been spread forever and forever, and the worship of those pawns was the *summum bonum* of your existence. I do not want to lacerate your wounds, or aggravate your agony. However, if you look into the past you will find that through hindsight you can unravel several mysteries.

There was a time, when exhorting the need for achieving India's Independence, I had called out to you.

No nation, however depraved, can stop the inevitable turn of events. A revolutionary political change has been inscribed in India's book of destiny. The twentieth century maelstrom of freedom is about to break India's chains of slavery. If you falter and fall behind the march of the times, if you remain inert and lethargic, the future historian will record that your flock, a cluster of seven crores, adopted an attitude towards freedom, which was characteristic of a community heading towards extinction. Today, the Indian flag has been hoisted in all its majestic splendour. This is the very same flag which evoked sneers and contemptuous laughter from the rulers of the time.

It is true that time did not accede to your wishes; instead, it bowed in deference to a nation's birthright. This turn of events has struck fear in your heart. Perhaps, you believe that something good has been taken away from you, and has been substituted with something evil. Yes, you are restless because you had not prepared yourselves for the good, and believed that the evil was, in fact, manna from heaven. I refer to your years of slavery under a foreign rule, under which you were treated as play puppets. There was a time when our nation had plunged herself in pitched battle to overthrow the foreign rule; and, today, the outcome of that struggle is causing you consternation. How should I berate you for your unbecoming haste? Hardly have we completed our journey that you are showing signs of going astray.

•My brothers! I have always attempted to keep politics apart from personalities, thus avoiding those thorny valleys. That is why some of my messages are often couched in allusions. But what I have to say today, needs to be direct and to the point. *The partition of India was a fundamental mistake.* The manner in which religious differences were incited, inevitably, led to the devastation that we have seen with our own eyes. Unfortunately, we are still seeing it at some places.

There is no use recounting the events of the past seven years, nor will it serve any good. Yet, it must be stated that the debacle of Indian Muslims is the result of the colossal blunders committed by the Muslim League's misguided leadership. These consequences however, were no surprise to me; I had anticipated them from the very start.

Now that Indian politics has taken a new direction, there is no place in it for the Muslim League. Now the question is whether or not we are capable of any constructive thinking. For this, I have invited the Muslim leaders of India to Delhi, during the second week of November.

The gloom cast upon your lives is momentary; I assure you we can be beaten by none save our own selves! I have always said, and I repeat it again today; eschew your indecisiveness, your mistrust, and stop your misdeeds. This unique triple-edged weapon is more lethal than the two-edged iron sword which inflicts fatal wounds, which I have heard of!

Just think about this life of escapism that you have opted for, in the sacred name of *Hejrat*. Get into the habit of exercising your own brains, and strengthening your own hearts. If you do so, only then will you realise how immature your decisions were.

Where are you going and why? Raise your eyes. The minarets of Jama Masjid want to ask you a question. Where have you lost the glorious pages from your chronicles? Was it only yesterday that on the banks of the Jamuna, your caravans performed *wuzu*? Today, you are afraid of living here! Remember, Delhi has been nurtured with your blood. Brothers! Create a basic change in yourselves. Today, your fear is as misplaced as your jubilation was yesterday.

The words *coward* and *frenzy* cannot be spoken in the same breath as the word Muslim. A true Muslim can be swayed neither by avarice nor apprehension. Don't get scared because a few faces

have disappeared. The only reason they had herded you in a single fold was to facilitate their own flight. Today, if they have jerked their hand free from yours, what does it matter? Make sure that they have not run away with your hearts. If your hearts are still in the right place, make them the abode of God. Some thirteen hundred years ago, through an Arab *ummi*, God proclaimed, "Those who place their faith in God and are firm in their belief, no fear for them nor any sorrow." Winds blow in and blow out: tempests may gather but all this is short-lived. The period of trial is about to end. Change yourselves as if you had never been in such an abject condition.

I am not used to altercation. Faced with your general indifference, however, I will repeat that the third force has departed, and along with it, its trappings of vanity. Whatever had to happen has happened. Politics has broken out of its old mould and a new cast is being prepared. If your hearts have still not changed and your minds still have reservations, it is a different matter. But, if you want a change, then take your cue from history and cast yourself in the new mould. Having completed a revolutionary phase, there still remains a few blank pages in the history of India. You can make ourselves worthy of filling those pages, provided you are willing.

Brothers! Keep up with the changes. Don't say, "We are not ready for the change." Get ready. Stars may have plummeted down but the sun is still shining. Borrow a few of its rays and sprinkle them in the dark caverns of your lives.

I do not ask you to seek certificates from the new echelons of power. I do not want you to lead a life of sycophancy as you did during the foreign rule. I want to remind you that these bright etchings which you see all around you, are relics of the *Qafilas* of your forefathers. Do not forget them. Do not forsake them. Live like their worthy inheritors, and, rest assured, that if you do not wish to flee from this scene, nobody can make you flee. Come, today let us pledge that this country is ours, we belong to it and any fundamental decision about its destiny will remain incomplete without our consent.

Today, you fear the earth's tremors; once you were virtually the earthquake itself. Today, you fear the darkness; once your existence was the epicenter of radiance. Clouds have poured dirty waters and you have hitched up your trousers. Those were none but your forefathers who not only plunged headlong into the seas, but trampled the mountains, laughed at the bolts of lightning, turned away the tornados,

challenged the tempests and made them alter their course. It is a sure sign of a dying faith that those who had once grabbed the collars of emperors, are today, clutching at their own throats. They have become oblivious of the existence of God as if they had never believed in Him.

Brothers! I do not have a new prescription for you. I have the same old prescription that was revealed to the greatest benefactor of mankind, the prescription of the Holy Quran:

"Do not fear and do not grieve. If you possess true faith, you will gain the upper hand."

The congregation is now at an end. What I had to say, I have said, briefly. Let me say once again, keep a grip on your senses. Learn to create your own surroundings, your own world. This is not a commodity that I can buy for you from the market-place. This can be bought only from the market-place of the heart, provided you can pay for it with the currency of good deeds.

May God's grace be on you.

Document No. 33
LETTER FROM MAULANA AZAD TO
SARDAR PATEL

New Delhi

27 November, 1947

My dear Vallabhbhai,

The position of Muslims, especially the business community, in Delhi has become very precarious. In Chandni Chowk only three or four Muslim shops are left. From reliable reports received by me, it appears that non-Muslims go to the shopkeepers daily and threaten them with naked swords if they still refuse to evacuate and even snatch away their goods. One shopkeeper, Mohd. Shafi, who has been a genuine Congressman for the last fifteen years and who was boycotted by the Muslim Leaguers, is one such sufferer. This poor man at least expected to be given some protection and special consideration, looking to his political affiliation; but unfortunately even his shop is visited daily by these gangs, and when he appeals to the police, nothing is done.

I should be grateful if you could kindly let me know what advice in these circumstances I can give to these Muslim shopkeepers of Chandni Chowk.

Yours sincerely,
Abul Kalam Azad

The Hon'ble Sardar Vallabhbhai Patel
New Delhi.

Document No. 34
LETTER FROM MAULANA AZAD TO
SARDAR PATEL

New Delhi

1 December, 1947

My dear Vallabhbhai,

I had written a letter to you on 27 November, 1947 about the position of the Muslim shopkeepers in Chandni Chowk. I should be grateful if you could kindly let me know what has been done in this matter.

The second matter which I would like to bring to your notice is the question of Khaksar prisoners who are in Delhi jails. The relatives and friends of these prisoners have written to me to say that they are being ill-treated and that if they are released they will go to Pakistan. I know nothing about the details of their cases, but you may now like to consider the desirability of sending them to Pakistan rather than detaining them here.

Yours sincerely,
Abul Kalam Azad

The Hon'ble Sardar Vallabhbhai Patel
New Delhi.

Document No. 35
LETTER FROM MAULANA AZAD TO
SARDAR PATEL

New Delhi
2 December, 1947

My dear Vallabhbhai,

Government employees were given a period of six months in which to decide finally their choice of the dominion in which they wanted to serve. Recently, I have been receiving a number of enquiries in this connection. One such enquiry I am enclosing.

Will you please let me know the decision of the Partition Committee in this matter?

Yours sincerely,
A.K. Azad

The Hon'ble Sardar Vallabhbhai Patel
New Delhi

Document No. 36
LETTER FROM SARDAR PATEL TO
MAULANA AZAD

New Delhi

3 December, 1947

My dear Maulana Sahib,

Thank you for your letter dated 27 November 1947 regarding the position of Muslims. I am having enquiries made and will write to you again as soon as possible.

Yours sincerely,
Vallabhbhai Patel

The Hon'ble Maulana Abul Kalam Azad
Minister for Education
New Delhi

Document No. 37
LETTER FROM SARDAR PATEL TO
MAULANA AZAD

New Delhi
5 December, 1947

My dear Maulana Sahib,

In continuation of my letter dated 3 December 1947, I am enclosing a copy of the report¹ which I have received from the Superintendent of Police, Delhi, on the situation in Delhi with particular reference to the case of Mr. Mohd. Shafi. I also give below a copy of the forwarding remarks of the DIG Police:

"I am enclosing herewith a copy of a report submitted by Fairhall who, as you know, is Superintendent of Police in-charge Delhi city. Fairhall has rather put the matter strongly, but I agree with him on facts, and cannot think of any reason why Mohd. Shafi did not approach him while Fairhall is present within 300 yards of Mohd. Shafi's shop.

"Regarding the general position in Chandni Chowk and other places in the city, there has been a great improvement during the last few weeks. But it is impossible to ensure that no crime is committed in a big city. What I want to prevent is a general feeling of lawlessness and I am glad to say that this has been checked to a great extent "

I have nothing to add to these remarks.

Yours sincerely,
Vallabhbhai Patel.

The Hon'ble Maulana Abul Kalam Azad
New Delhi.

1. see Enclosure.

*Enclosure:***REPORT OF THE SUPERINTENDENT OF POLICE, DELHI,
ON THE SITUATION IN DELHI**

I have to report as follows:

1. In my opinion, bearing in mind the circumstances prevailing, the position of the Muslims, especially the business community in Delhi, is on the whole satisfactory. It is certainly better than could be expected and this is due to the police department's superhuman efforts to be sincere executors of Government's policy.

2. It is completely false that Muslim shopkeepers are daily threatened with naked swords etc. Naturally non-Muslim refugees, who have lost their all, resent the comparative prosperity of the Muslims in Delhi; when occasionally this resentment shows any tendency to lawlessness, the police immediately restore the situation.

3. Mohammed Shafi of Chandni Chowk has been, and is still being, given every police protection. It is not only false but completely mischievous for him to state that when he appeals to the police nothing is done. Since I have been i/c City I have personally noticed a picket permanently outside his shop. Moreover he has never cared to complain direct to me although my office is only 300 yards from his shop. Nor have I received any complaints from him through the DIG. Apparently it is Mohd. Shafi's policy to go straight to the highest places with complaints which do not bear inspection.

4. For the future I have advised Mohd. Shafi to come direct to me at the Kotwali if he has any complaint, and I have assured him of every assistance.

5. In conclusion I must record that it is most discouraging to have complaints of this nature when the Police Department is putting forth its sincerest efforts to protect minorities under extremely difficult circumstances.

C.H. Fairhall
Supdt. of Police
City, Delhi.

DIG
4-12-1947

Document No. 38
LETTER FROM SARDAR PATEL TO MAULANA
ABUL KALAM AZAD

New Delhi
6 December, 1947

My dear Maulana Sahib,

Thank you for your letter dated 2 December, 1947 regarding options given to Government employees to serve in either of the two dominions. The case which you have referred to me is that of final choice and not provisional choice which could be altered within a period of six months. The Partition Council decision has been that once a final choice is made it should be adhered to. I could see no prospect, therefore, of the gentleman, whose application you have sent me, being allowed to change his option now.

Yours sincerely,
Vallabhbhai Patel

The Hon'ble Maulana Abul Kalam Azad
Minister for Education
New Delhi.

Document No. 39

**LETTER FROM MAULANA AZAD TO SARDAR
VALLABHBHAI PATEL**

New Delhi,

10 December, 1947

My dear Vallabhbhai,

Thank you for your letter of 5 December and for the note of the Superintendent of Police, Delhi, which was enclosed with it. The conditions as depicted in the note are encouraging, but, unfortunately, looking to the tension which still prevails, I wonder how much value we can really place on this note.

Yesterday, for instance, a Muslim was stabbed in the Custodian's office while he was there in connection with his case. The assailant got away, and as far as my information goes, no effort was made to arrest him. If the police really wanted to take strong preventive measures such incidents could hardly take place in broad daylight in a Government office.

Yours sincerely,
Abul Kalam Azad

The Hon'ble Sardar Vallabhbhai Patel
New Delhi.

Document No. 40

SPEECH DELIVERED BY MAULANA AZAD AT THE OPENING OF THE CENTRAL INSTITUTE OF EDUCATION DATED, 19-12-1947

India which has taken its place in the comity of free nations of the world has to march forward in every field of her national life with alacrity, but you will agree that none of these fields is as important as the educational field. At present, the percentage of literacy in India is only 14.7, that is, out of every hundred nearly 85 persons are totally illiterate. Not counting the population of the provinces which have ceded from the Indian Union, the remaining population, according to the last census, is in the neighbourhood of 24,02,54,500. Of these, 2,93,72,000 are school-going children – between the ages of six and eleven. These statistics show that even if we ignore persons above the age of eleven we have still to make immediate arrangements for the education of about 3 crores of school-going children between the ages of six and eleven.

I am sure you will agree with me that this state of affairs is most deplorable and no civilised Government can tolerate it. If we are unable to make arrangements for the primary education of about 30 millions of our children, all our nation building schemes will, *ipso facto*, become valueless. The only way out therefore is to try and lift millions of these children from the depths of neglect and ignorance immediately.

The question is how best to solve this problem. The greatest hurdle facing us is the lack of trained teachers. Suppose, we take three teachers per 100 children, we will require a minimum of 9 lakhs of trained teachers for 30 million school-going children. If we want to break this vicious circle, we should not postpone our educational schemes simply because there are not sufficient trained teachers. Rather we should mobilise as teachers all the educated persons available, and at the same time carry on the training of teachers with the greatest possible speed, so that trained teachers can be made available in sufficient numbers in the shortest possible time.

The former Government of India had set up a Central Advisory Board of Education which the present Government has continued. This Board had in the year 1944 submitted a detailed report on the post-war educational development. One of the basic recommendations in this report was the establishment of new training institutions for teachers both by the Central and the Provincial Governments. Accordingly, all the Provincial Governments as well as the Central Government while formulating their five-year post-war programme had this recommendation in view. A number of such training institutions have already been opened and are still being opened in the various parts of the country.

The educational plan of the Central Government included a proposal to establish a Central Institute of Education located at Delhi. In 1945, the details of this scheme were finalised and Rs. 18,00,000 for its buildings and Rs. 2,45,000 for equipment, etc., were set aside. It was proposed that the building of the Institute should provide class-room accommodation for 300 students of both sexes and hostel accommodation for 150 students. It was also decided to have the Institute within the University grounds and regard it as a Faculty of Education of the Delhi University. It is estimated that when the scheme is in full operation, its annual recurring expenditure will be in the neighbourhood of Rs. 2 lakh. This sum has been sanctioned by the Government.

It was decided in 1945 that this scheme should start from 1946-47, but it could not be taken in hand and a full year was thus wasted. The building programme was held up owing to the non-availability of building materials. This year, however, it was decided to start the institution in a rented building. Accordingly, the house in which we are at present assembled, was acquired in July last; but we could not proceed with this work earlier owing to the recent unfortunate disturbances in Delhi. However, I am now happy that we have surmounted all our difficulties and that today this Institute is being opened by Your Excellency.

The teachers trained at this Institute will naturally be employed in the teaching institutions in the Centrally Administered Areas. But while gauging the real importance of the Institute, we should not give undue importance to this aspect of the Institute. The function of the Institute is something greater than this. It will turn out teachers who will be 'model teachers' for provinces but over and above all this,

this Institute will be a research centre for solving new educational problems of the country and will be a beacon light for the training institutions of the country. The problems facing the Institute will be: how to correlate the different systems of basic education; how to reform the present system of examinations; and how to mould the primary education of a child so that he is given full opportunity to develop his individuality and also to equip himself to keep abreast of world affairs. This and similar other problems will come before the Institute and it will have to find ways and means of solving them.

We have had to start this Institute in a building which is hardly suitable for it but there was no alternative owing to the acute shortage of suitable houses. This house, as Your Excellency can see for yourself, is not big enough for our requirements even with the two tents which we have had to pitch to supplement this accommodation. Because of this limited accommodation, our work and progress will necessarily be greatly hampered and restricted. We have every hope, however, that these difficulties will not hamper our progress for long and that soon this Institute will blossom forth and take its rightful place.

Your Excellency, we are fully aware of the keen interest which you have evinced in the social and educational activities of this country. We are deeply grateful to you for the zeal, the promptness and the personal interest which you have shown in dealing with the relief of the unfortunate and afflicted people from the Punjab. To show our appreciation it was only natural that I should have asked you to perform the opening ceremony of this Institute. I am thankful to you for your kindness in accepting my invitation. I will now request Your Excellency to perform the ceremony of opening the Central Institute of Education, Delhi. By pressing the electric button you will open the doors of the Institute. May the gates of darkness and ignorance which have prevented light from reaching the millions of my countrymen be thrown open very soon in the same manner.

Document No. 41

MAULANA AZAD'S CONVOCATION ADDRESS AT PATNA UNIVERSITY ON DECEMBER 21, 1947

Last year the Chancellor of your University invited me to come here and deliver the Convocation Address. Your able Vice-Chancellor too pressed me for it. I would have certainly agreed to your request but my ill-health stood in my way and I had to beg leave to be excused. But this year again when I was approached I could not venture to offer an excuse. Now I am here, and thank you for the opportunity you have given me to place my views before you.

Perhaps this is the first time in the history of the Indian universities when English is being replaced by an Indian language for delivering a Convocation Address. I do not know what your reactions would be to my speaking in Hindustani. Do you think it is necessary for me to offer an apology for breaking with the past? No doubt it is a departure from the old established practice and whenever a tradition is given up it is customary to offer an excuse. But I do not think you require an explanation from me. Whatever I am doing is no doubt an innovation, but I may be permitted to say that it is neither improper nor inopportune. Therefore, there is no need for an apology. Standing as I do before an audience entirely composed of Indians and within the precincts of an Indian university what could be more natural for me than to speak in an Indian language? Indeed, if an apology was needed, it was only for the adoption of a language forced upon us by the course of historical events. Even in our own country we were made to give up our own languages and adopt the language of a foreign country. Today we find ourselves in the unenviable predicament of offering explanations. The rest of the world naturally wants to know why we are without a national language in spite of our independence. How is it that this unnatural state of affairs has come to exist that we have no Indian language for running our government and our education?

Now the question arises how this unnatural state of affairs came to pass. There can be only one answer to this question. Our educational system was not introduced by us. It was founded and controlled by

foreigners. Whatever they decided to teach us was right, but their method of imparting education was wrong.

It is already known to you that during the regime of the East India Company when the question of introducing Western education in India first arose, the British officials were divided. One group was of the opinion that the old indigenous system of education should be encouraged while the second group was in favour of Western education. Ultimately, it so happened that the second group had its way. The famous Minute of Lord Macaulay bears upon this controversy. So far as this Minute deals with the introduction of Western learning, it was correct and we have nothing to say against it. But the method of teaching adopted by them was entirely unsuited to the life and needs of our countrymen. No Indian language but English which was foreign to us was made the medium of instruction. The result was that modern education in India began to be imparted in an un-Indian way. The Indians had to shape their minds in artificial and not in natural moulds. Not only they had to change their language but also their minds. Their whole approach to different branches of learning was through the medium of a foreign tongue. Now it became necessary for every Indian child to shape an artificial mind and to tackle every aspect of learning from an unnatural angle of vision. He could not enter the sacred precincts of learning with a natural mind.

His whole energy which should have been entirely devoted to learning is now divided, and he is forced to spend a great part of it in learning and mastering a foreign language.

Another great harm that accrued from it was that the development of our languages was impeded. If the Indian languages had been made the media of instruction a hundred and fifty years ago they would have come in line with the progressive languages of the world.

Supposing this educational revolution had been brought about by our own hands, we should have certainly done what other countries of Asia and the East did in the nineteenth century. Egypt, Syria, Turkey, Persia, China and Japan all felt the need of having western education. They established schools and colleges for modern learning, but none of them had the experience of undergoing the artificiality of giving up their own language and receiving education through the medium of a foreign language.

It cannot be denied that the conditions prevailing in India were certainly different from those of other eastern countries and it was

not easy to decide which language of the country should be the medium of instruction. At that time three classical languages, Persian, Arabic and Sanskrit, were taught in India. They were capable of becoming the media for western education but none of them could become the medium of instruction in India. Sanskrit was not a spoken language and its teaching was confined only to a few. Arabic too was in the same category so far as India was concerned. It was known only to a limited number of scholars. Persian, no doubt, was generally studied and was the official language of the country for about 600 years. But that too was not an Indian language. No Indian could speak Persian without learning it in the first instance. Evidently, only those languages could be adopted as the media of instruction which were spoken in the various parts of India. But all these languages had not fully developed, and they were not so refined or polished that they could serve the purpose of higher education. Under the circumstances they were brushed aside. Persian was disposed of simply by saying that it would not do for India. Thus ended the whole controversy.

But it may be remarked here that the difficulties which India had to face in the matter of language also presented themselves to some of the other Asian countries. Indeed, Egypt, China and Persia had their own classical languages. But Turkey and Japan were linguistically more or less in the same position as the Indian languages were in the nineteenth century. Their whole literary wealth was only poetical, but they had little prose literature. Still, unlike India they did not adopt a foreign language for purposes of education. They made their own languages the media of instruction and the result is before the world. Today in all the universities of Turkey and Japan education is imparted through the language of the country. There is no field in any branch of learning where their national languages are not advancing.

Had the educational policy of India been in the hands of Indians they would have adopted the same course as was done by Turkey and Japan. India today in that case would not have had to face a situation when I have to think of making excuses for delivering an address in our own language.

But friends, there are always two sides to a picture in this pictorial world of ours. Whatever I have said up to now is one aspect of it. Justice demands that we should examine the other side of the medal as well.

Howsoever wrongly the English language made its way into our life, the fact remains that it has influenced our mental and educational outlook for the past one hundred and fifty years. This state of affairs though harmful in some ways has also benefited us in many ways. We have to acknowledge it without reservations. The greatest advantage that we gained from the adoption of English was that many of the obstacles were automatically removed from our newly born national life. It has led to the unification of the whole of the country. All the different parts of the country were brought together in spite of distances and different languages. In this respect it can be said that English has played the same part in cementing and uniting India as did Persian in Moghul times. Our country is a sub-continent and every part has its separate entity. But the English language has been responsible for creating a bond of mental fellowship among all educated Indians from Kashmir to Cape Camorin. It is a connecting link between all the Provincial Governments, Universities, Legislative Assemblies, public platforms and national organisations. It was this state of affairs that led to the birth of the Indian National Congress in 1885 which created political awakening and gave a new national life to the country.

Then we have been benefited in another direction also. Through English India cultivated direct intellectual relationship with Europe and America. Her voice reached the outer world without any intermediary. I do not feel the slightest hesitation in saying that India's position and recognition in the international world are greatly due to our having recourse to the English language both written and spoken.

Any way whatever opinion we may hold about English, we find it influencing all aspects of our national life. Now a basic problem confronts us. What is to be our attitude in future towards English? As the Ministry of Education in the Government of India has been entrusted to me, naturally you will want to know my views on education and language. I have given ample expression to my ideas before but I will utilise this occasion and invite your attention to an important aspect of this question.

One thing is quite clear and definite, and I have no doubt that any Indian will disagree with me. The position that English occupies today in our educational and official life cannot be sustained in future. It is but essential that Indian languages should find their

legitimate position. But we have to decide after mature deliberation how to bring about this change. Obviously there are two courses open to us. We may either take an immediate and sudden step or we may proceed gradually measuring our way and considering the pros and cons of our steps. I wish to make it quite plain to you that after having considered all the aspects of the question I have come to the conclusion that it is the second alternative alone that can suit us. If we are precipitious and take hasty steps without due consideration, we may endanger our national fabric.

Surely you cannot be unaware of the fact that no Indian would be more anxious than myself to see that Indian languages should replace English. You are also aware of the fact that I am not indebted to English college or school. As a student I was not even for a day in any college or school. I was brought up in a family where the old traditions of Indian learning and culture prevailed and there could not be the slightest trace of English education. Whatever education I received as a student was Arabic and Persian and was imparted in the old style. I came to learn English much later by self-study only. From this it will be clear to you that my educational connection with English is not of the same type as yours. You need not therefore suspect that I am in any way influenced in my opinion by my English education. I can make bold to say that my opinion is perfectly unbiased. I am not one of those who are the products of English type of universities. I am entirely disconnected with them and as such can take a detached point of view and understand your needs and requirements.

I find that from various parts of the country voices have been raised that we should at once banish English from our government offices. In some provinces decisions have been taken to the effect that from the New Year the Government Gazette will not be published in English. I have not the slightest doubt that this kind of precipitancy will retard the government machinery. It is correct and essential to instal provincial languages in place of English. But howsoever essential and desirable a thing may be, any hurried step, instead of helping us, may prove harmful. Even a good thing, if done in haste, may stand in our way.

Suppose you decide today in your province that after six months in all government offices English will be discarded. Just imagine what will come to pass in that case. Today English is serving the

purpose of an inter-provincial language. The Central Government is being run with the help of English. What language is going to take the place of English? What will be the connecting link between Bengal and Madras? How will Assam and Bombay communicate with each other? How will the Central Government correspond with the provinces? You will naturally say we shall have a common language instead of English. But I put to you where is that language as yet? Will that language suddenly replace English? Ample time will be required for an Indian language to develop so as to become a vehicle of thought among all the peoples of India and serve as the official language of the country. If you suddenly displace a language which is holding its own for the past one hundred and fifty years and instal in its place a language which needs some time to develop, you will not be able to solve the problem of language. On the other hand, you will create chaos and confusion in all your affairs.

We should remember that so long as the British were the rulers in India there was the danger that we might be swept away by all those influences which were the direct outcome of British rule. Now that we are a free nation, that danger is past. But then again there is the danger of going to the other extreme. We may become anti-everything that is English. I may warn you against this new danger. If you are not on your guard it may again thwart your national aspirations.

We have yet to evolve our national life. It can be perfected only when our languages come to occupy their natural position. We should first make a well thought out plan and proceed step by step.

After carefully considering all the implications of this question I have come to the conclusion that the problem of language has two aspects – one concerns government offices and the other education.

For government offices we should chalk out a programme on the following lines:

- (1) The Central Government and the Provincial Governments should decide that in all government offices in future an Indian language will be used side by side with English. But in so far as English is the official language, the *status quo* will be preserved for five years.
- (2) During these five years the Indian language will have to be so developed as to adapt itself to the official language. Its use may be encouraged gradually so that in the sixth year it may completely replace English.

In other words in the next five years there will be two official languages – one Indian language and the other English. In the sixth year only one language will be left. English will naturally lose its place except in some special departments.

So far as education is concerned, the following should be the programme:

- (1) We should decide that the medium of instruction throughout will be the regional language.
- (2) So far as elementary and secondary education is concerned there is no obstacle in our way. But we have to make provision for higher education. We have to make a start straightaway. Here, too, we shall have to fix a time-limit of five years. In this period we have to so advance that in the sixth year all branches of higher education should be handled through our own regional languages.
- (3) By making the Indian languages the media of instruction it should not be understood that there will be no room left for English in our educational system. In order to keep ourselves in direct touch with the achievements of Europe and America a large section of our people will have to depend on English. English at present occupies an honoured place in the curricula of studies in Asia and the East. It is serving a useful purpose in creating contacts for us with foreign countries. We have connections with countries such as China, Japan, Indonesia, Burma, Ceylon, Egypt, Mesopotamia, Syria, Persia, Turkey only through English. English is an international language today. It is in our interest that we should make the best use of our knowledge of English and continue its study in our educational institutions. But it goes without saying that with the adoption of an Indian language it can be given the place of an important second language. English will be one of the special subjects for post-graduate studies.

As the problem of language and education is equally important for all the provinces, the best method for its consideration will be for the representatives of provinces to assemble together and deliberate on it. The Central Government will help them as much as it can. It was one of the objects for which an Educational Conference was to be called by the Government of India in July 1947 but it had to be

postponed on account of the political conditions prevailing then. Now it has been decided to hold it in January 1948. It is hoped that we will fully consider this problem on that occasion.

In this connection there is another thing to which I shall invite your attention. Man is always inclined to go to extremes in realms of thought and action. It is very seldom that he steers a middle course, and it is where he stumbles. He is like the watch of which the regulator has gone wrong. It goes either too fast or too slow. It never keeps right time. It is not many years when our educated young men had lost themselves in imitating the English, in their language, dress, manners, etc. They were not mindful of their own heritage. Some of them felt ashamed to talk to their own countrymen in their language. They were ever ready to quote Shakespeare, Milton, Goethe and Wordsworth but they felt no love for Valmiki, Kalidasa, Khusro or Anis. Then there came a time when under the leadership of Mahatma Gandhi the national movement took a new turn and the craze for imitating the British began to wane. But now I notice that a number of my countrymen are on the verge of making another mistake. Previously they were on one brink of the precipice and now they want to jump over to the other extreme. By Indian nationalism it is now meant that we should forget the English language and literature and that we should have nothing to do with Milton or Shakespeare. From certain quarters I hear that in order to be true nationalists we should have no tinge of modern civilisation in us. I believe there is nobody here who holds these views. But if there is any I must remind him that just as the previous position was wrong, this latter position will also be in the same category. In the ineffaceable words of the Buddha *via media* is the only tangible reality. Just as it was not proper for you to lose yourself in the slavish love of western civilisation or literature to the extent that you might forget the grand and proud civilisation of your own country, similarly it would be wrong to put yourself in a cage so that no ray of the light of western learning and civilisation may enter it. Do not forget that you can seal all your worldly possessions within national and geographical limits but no seal can be put on learning and civilisation. They are outside the pale of boundaries, and seals are of no avail there. For them there are no territorial limits. They are above nationalities. They are free from the stains of race, colour or fractions. They might have originated in any part of the world but they are now the common heritage of mankind and are the joint property of all

countries and nations. No doubt Shakespeare was born in England but the immortal works of Shakespeare are for all countries. Even if England wants it she cannot keep Shakespeare to herself. Do you think that the dramas of Kalidas were also Indian nationals just as Kalidas was? Do you think no foreigner has a claim on them?

Friends, in the advancement of nations there is no greater hindrance than narrow-mindedness. It is our duty to keep ourselves free from this disease in this new era of independence which has just begun. There is no other disease so dangerous for the healthy growth of national life. It makes its appearance in every field of thought and action. Like an actor it masquerades in disguise. In the domain of religion it appears in the form of blind faith and wants to deceive us in the name of orthodoxy. In politics it wants to overpower us in the guise of nationalism. In learning and culture it makes an appeal to us in the name of our nation and country. It behoves us not to be taken in by these fictitious names. We must remember that the root cause of all this is nothing but narrow-mindedness.

We have to keep in mind that the nationalism propagated in the nineteenth century Europe is all shattered and the world is sick of the bounds of narrow nationalism. It is anxious to break those shackles. Instead of small cooped up nationalities the world wants to build supernationalism. Obviously there is no room for narrow-mindedness in this modern age. We shall find a secure place in the comity of nations only if we are international-minded and tolerant.

It is possible that other nations may have to learn new lessons for broadening their outlook and for cultivating a spirit of tolerance. But so far as India is concerned we can say with pride and glory that it is the main trait of our ancient civilisation, and that we have been steeped in it for thousands of years. In other countries differences of thought and action led to mutual warfare and bloodshed but in India they were resolved in a spirit of compromise and toleration. Here every kind of faith, every kind of culture, every mode of living was allowed to flourish and find its own salvation.

From the dawn of history Indian mind has been comprehensive, and tolerant of every kind of thought. It admitted every kind of faith and accommodated all shades of opinion. It was ready to offer hospitality to every new-comer. New caravans of various peoples and cultures arrived here and found their resting places. Its orbit of social life was not shut on any creed or religion. The highest school of Vedantism

flourished side by side with the agnosticism and atheism. Today the world is wonderstruck at the vast all-comprehensive nature of Indian philosophy. There is no school of philosophical thought which is not found here. What we actually do not find is the clash of opinions or the breaking of heads merely because of the differences of opinion. This is the one grand feature of ancient Indian culture which has been recognised by a great many thinkers of the modern world. They candidly avow that this is the great message of ancient Indian civilisation. The world has yet to learn it. In this connection I shall quote from Dr. Radhakrishnan, the famous Indian author, the well-chosen and balanced words which he has used in his valuable book entitled-*Indian Philosophy*:

"The explanation of the miscellaneous character of the Hindu religion, which embraces all the intermediate regions of thought and belief from the wandering fancies of savage superstitions to the highest insight of daring thought, is here. From the beginning the Aryan religion was expansive, self-developing and tolerant. It went on accommodating itself to the new forces it met with in its growth. In this can be discerned a refined sense of true humility and sympathetic understanding. The Indian refused to ignore the lower religions and fight them out of existence. He did not possess the pride of the fanatic that his was the one true religion. If a god satisfies the human mind in its own way, it is a form of truth. None can lay hold upon the whole of truth. It can be won only by degrees, partially and provisionally."

If liberality of thought and toleration are the most precious heritage of ancient Indian civilisation, shall we not prove worthy inheritors of this great heritage? Shall we let that kind of narrow-mindedness raise its ugly head which is in the air today? Today when all the advanced nations of the world are looking up to India for her ancient message of toleration and broad-mindedness, shall we, too, engrossing ourselves in sectionalism degrade ourselves to the extent that we may have to learn this lesson from others? Today India is free. There is no outside pressure to check her. She can have any kind of mental mould she pleases. Will it be exclusive, of which the world is sick today, or will it be all-inclusive which has been the characteristic of Indian culture throughout the ages? The eyes of the whole world are turned towards us. It is for us now either to disappoint or to carry a message of hope to the distressed world.

Document No. 42

**LETTER FROM THE VICE-CHANCELLOR,
GURUKUL UNIVERSITY, KANGRI, TO MAULANA
ABUL KALAM AZAD**

1948

Dear Sir,

I beg to bring to your kind notice the case of the Gurukula Kangri University which is pending in your department since February 1947. On the 15th February 1947 an application asking grant-in-aid for the University was submitted to your office. At the end of the same month I personally saw you to explain the points contained in the application. After hearing me, you gave me an encouraging reply and asked me to see Dr. D.M. Sen, the Deputy Director of the Department of Education. I saw him accordingly and explained to him our viewpoint. Dr. Sen was very sympathetic. He admitted the claim of the Gurukula for Government help and told me to wait for the Government's decision.

Then commenced a protracted correspondence which is dragging on till now. On the 14th of March, 1947 Education Department sent a letter asking information about our accounts, members of the staff, and scheme of studies. All this information was supplied by us without delay.

For about five months there was silence, and then on the 22nd August 1947 we received a letter from the Department of Education again asking our audited statement of accounts and two copies of the Handbook of the University. Both the things were again sent by registered post, for which we received a formal receipt. As we had received no definite reply to our application till the month of November 1947, I again saw you in your office to remind you of our application.

Again there was a long gap, in which we waited for a definite reply. In the month of May 1948 your office sent us a letter again demanding the audited statement of accounts for 1947-48 together

with the budget estimates for 1948-49. Both the things were sent on the 3rd of June, 1948.

I have given all these details to show that our case has been before your Department for more than 16 months. I have personally seen you twice to emphasise the points contained in our representation. In the meantime, many educational and cultural institutions have received grants-in-aid from the Central Government. We do not grudge these grants but we feel worried and disappointed because our claim has not been admitted so far. The Gurukula Kangri is perhaps the oldest institution imparting education on purely national lines, without asking any help from the foreign Government. Against odds, we have worked for about 48 years with a hope that when freedom comes this national institution will get automatic recognition. Our hope has been fulfilled inasmuch as many Provincial Governments have recognised the degree of the Gurukula University but unfortunately our case has so far failed to persuade the Central Government. Many of the Ministers of the Central Cabinet (Pandit Jawaharlal Nehru, Sardar Patel, Shri Shanmukham Chetty and others) besides prominent leaders such as Mahatma Gandhi and Dr. Rajendra Prasad have visited the institution more than once and have expressed their appreciation of the work and the principles on which it was founded.

I hope you will excuse me for the length of this letter. As my object in writing this letter was to draw your attention towards our application, I have had to refer to the long and protracted correspondence held between the Gurukula and the Education Department. I am sure you will give personal attention to our case so that the Gurukula may get the advantage of securing grants-in-aid for the last (1947-48) as well as the current (1948-49) years.

Yours sincerely,
Vice-Chancellor
Gurukula University, Kangri (Hardwar)

The Hon'ble Maulana Abul Kalam Azad
Minister for Education
Government of India
New Delhi.

Document No. 43

LUCKNOW MUSLIM CONFERENCE WITH AZAD AS PRESIDENT

The Indian Muslim Conference, held at Lucknow on the 27th and 28th of December, was a step in the right direction. In his presidential address, the first thing which Maulana Abul Kalam Azad Emphasized was that all political organizations formed on communal lines should be liquidated. The Maulana was only addressing the seventy thousand Muslims who had gathered to follow his lead. But the truth of his remarks applies equally to all communal organizations – Hindu, Muslim, Sikh or any other. As the Maulana rightly pointed out, nobody can object to organizations which merely look to the religious or cultural progress of a particular community. So long as we do not regard all life and property, without regard to religion, as equally sacred, we can neither have peace in this country nor maintain the glory and dignity of our respective creeds. All communal distinctions defeat the very object of religion and spell ruin to the entire society.

While expressing his well-known views on the partition of the country and on the two-nation theory, and advising all the Musalmans of India to join the Indian National Congress, the Maulana, in a gathering held with a particular objective, wisely refrained from raking up better memories or straying into the field of controversial politics.

The Conference, in its resolutions, unanimously accepted the lead given by the Maulana. The resolution on communal organizations could well have been passed by any national gathering, with a few verbal changes. Maulana Ahmad Saheed, while moving the resolution, deplored the sad consequences of the propagation of the two-nation theory. Dr. Syed Mahmood rightly warned the Hindus and Sikhs that if any one community was finished, it could inevitably mean the ruin of all. Several speakers like Syed Abdulla Brelvi, Prof. Humayun Kabir and Maulana Hifzur Rahman suggested that the Musalmans should join the Indian National Congress *en masse*, also to help that body to maintain its truly national character.

Sundarlal

Document No. 44

SPEECH OF MAULANA AZAD AT THE 14TH SESSION OF THE CENTRAL ADVISORY BOARD OF EDUCATION, HELD IN NEW DELHI ON JANUARY 13, 1948

On the occasion of this fourteenth session of the Central Advisory Board of Education I accord my sincere welcome to you. Historically speaking, it is the fourteenth session as thirteen have already been held. But to be more accurate, I think we should call it the Inaugural Session of the Board, since the first thirteen took place during British rule which on August 15, 1947, came to an end and with it a long chapter of Indian history. Today we are assembled in a new India which has yet to make its history.

I believe it will not be out of place to mention that the change in the political situation has greatly affected the temper and nature of the work which we have undertaken. The scales in which the educational problems were weighed by this Board until now have grown out of date. New scales with new weights will have to be substituted. The dimensions of the national problems of the day cannot now be judged by the measurements which have been employed so far. The new aspirations of the New India will require fresh outlook and new measures to tackle its problems.

With whatever depth of vision and sympathetic imagination the Board might have tackled the educational problems in the past, it could not escape the fact that there was no free National Government to support it. In spite of its desire to have the fullest scope it had to keep itself somewhat in restraint. Now things have changed. The nation, about the educational problems of which you are going to deliberate, has its own government at your entire disposal. The Government in its turn expects that you, too, offer your deliberations with the same tenacity of purpose and breadth of vision as are guiding the administration today.

But if we want to adopt new measures with fresh determination and redoubled efforts, it should not mean that we do not acknowledge the past services of the Board. Its lengthy reports covering thousands

of pages are a record of the zeal and ability with which the task was handled in the past thirteen years and the present day educational activities of the country bear testimony to it. Probably the most valuable service rendered by the Board was the preparation of the scheme of Basic Education in 1944. It was the first occasion in the history of British India when the problem of elementary education was presented in its true aspect. A scheme was then initiated which contained the elements of broad outlook and bold action, the two things which were least expected in the then prevailing circumstances. The name of Sir John Sargent who was our Educational Adviser is intimately connected with the scheme because of the prominent part he took in framing it. I am glad that he will continue to remain in our country though at the moment he is away and unable to be present at this session.

Now we have to think how far this scheme can be adapted to suit the changed circumstances and how soon obstacles in our way can be removed. But I will not discuss this question at this time, as an educational conference which is to tackle such problems has been called to meet here as soon as this session is over. We shall have ample opportunity of taking up these questions there.

But there is a particular aspect of the question to which I shall invite your attention. In connection with the scheme of the Basic Education the question of religious instruction had cropped up at the time. Two committees of the Board pondered over it but they were unable to come to an agreed decision. I should like this question to be reconsidered in the light of the changed circumstances. For our country this question has a special importance.

It is already known to you that the nineteenth century liberal point of view concerning the imparting of religious education has already lost weight. Even after the World War I a new approach had begun to assert itself and the intellectual revolution brought about in the wake of the World War II has given it a decisive shape. At first it was considered that religions would stand in the way of the free intellectual development of a child but now it has been admitted that religious education cannot altogether be dispensed with. If national education was devoid of this element, there would be no appreciation of moral values or moulding of character on human lines. It must be known to you that Russia had to give up its ideology during the last World War. The British Government in England had also to amend its educational system in 1944.

So far as India is concerned, the problem presents itself in an entirely different shape. Europe and America felt the need of religious education as it was observed that without religious influences people became over-rationalistic. But in so far as they are working in Indian life we have to face the other side of the medal. We have no fear that people will become ultra-rationalists. On the contrary we are surrounded by over-religiosity. Our present difficulties, unlike those of Europe, are not creations of materialistic zealots but of religious fanatics. If we want to overcome them, the solution lies not in rejecting religious instruction in elementary stages but in imparting sound and healthy religious education under our direct supervision so that misguided credulism may not affect the children in their plastic stage.

It is obvious that millions of Indians are not prepared to see that their children are brought up in an irreligious atmosphere and, I am sure, you, too, will agree with them. What will be the consequence if the Government undertake to impart purely secular education? Naturally people will try to provide religious education to their children through private sources. How these private sources are working today or are likely to work in future is already known to you. I know something about it and can say that not only in villages but even in cities the imparting of religious educations is entrusted to teachers who though literate are not educated. To them religion means nothing but bigotry. The method of education, too, is such in which there is no scope for broad and liberal outlook. It is quite plain, then, that the children will not be able to drive out the ideas infused into them, in their early stage, whatever modern education may be given to them at a later stage. If we want to safeguard the intellectual life of our country against this danger, it becomes all the more necessary for us not to leave the imparting of early religious education to private sources. We should rather take it under our direct care and supervision. No doubt, a foreign government had to keep itself away from religious education. But a National Government cannot divest itself of undertaking this responsibility. To mould the growing mind of the nation on the right lines is its primary duty. In India, we cannot have an intellectual mould without religion.

But if religious instruction is to be a part of basic education, what will be its proportion? How is it to be managed? These are questions which are to be thoroughly considered. Indeed, there will be difficulties in the way. A solution will have to be found. But I need not go into details. If the main issue is settled, details can be

tackled later on. In any case I request you to appoint a committee to go into the question *ab novo*. It may be authorised to send its recommendations directly to the Government.

There is another problem on which you have to take a final decision now. What is to be the medium of instruction in our educational institutions? I am sure there are two things with which you will agree. First, that in future English cannot remain the medium of instruction. Secondly, whatever the change may be in this direction, it should not be sudden but gradual. In my opinion, so far as higher education is concerned, we should come to the decision that the *status quo* may be preserved for five years. But along with it a provision may be made by the universities for the coming change. I should like you to make your suggestions to the Government after due deliberation.

But in this connection a fundamental question arises with regard to Indian languages. How is the change to be brought about? Is university education to be imparted through a common Indian language or the provinces may be given an opportunity to have their own regional languages for university teaching? English was a foreign language. We were greatly handicapped by having it as our medium of instruction. But we were also greatly benefited in one way that all the educated people in the country thought and expressed themselves in the same language. It cemented the national unity. It was such a great boon to us that I should have advocated its retention as the medium of instruction, had it not been fundamentally wrong to impart education through a foreign language. But obviously I should desist from offering this advice. I put it to you, if only till recently a Madrasi or a Punjabi or a Bengalee felt no difficulty in receiving education through a foreign language, why he should be handicapped if he were to be educated through one of the Indian languages. If instead of English we adopt an Indian language, we shall certainly be able to retain the same intellectual unity which was created for us by the English language. But if we fail to substitute an Indian language for English our intellectual unity will certainly be affected.

The alternative course before us is to have regional languages for university teaching and one common compulsory language for the Central Government and for inter-provincial communication. Anyhow it is but necessary that you should come to a final decision on this point after discussion and deliberation.

Document No. 45

**LETTER FROM DR. RAJENDRA PRASAD TO
MAULANA ABUL KALAM AZAD**

1, Queen Victoria Road
New Delhi

14th January, 1948

My dear Maulana Sahib,

I wrote to you some time ago requesting you to make a suitable grant to the Bharatiya Itihas Parishad (Indian Academy of History) and you were good enough to tell me that the matter would receive your consideration but that I should send you some details.

The Bharatiya Itihas Parishad was established some years ago with the special object of getting a history of India written by the best scholars in the country from the Indian point of view. Sir Jadunath Sarkar was made the Chairman of the Editorial Board and I was made the President of the Council of the Parishad. The Parishad has planned to bring out the history in 20 volumes of which one volume has already been published and another is in the press. The scheme for several other volumes is ready and scholars are engaged and they are in various stages of preparation. The volume which has already been published has been well received by scholars. We had raised funds which have so far been utilised but they are exhausted now. The work has been somewhat delayed on account of the political movement of 1942 and no volume could be published till 1946 although work had been started on several of them. It is estimated that the cost in bringing out all the volumes will be something between 2 and 3 lakhs of rupees. The history will be published in English as also in Hindi and, if possible, in other Indian languages also. The Parishad has been fortunate in securing the cooperation of some of the best known historians in the country and I hope it will be possible for the Government to give adequate financial assistance so that it may be expedited. It is estimated that it will take some 4 to 5 years to bring out all the volumes.

I shall be obliged for an early reply.

Yours sincerely,
Rajendra Prasad

Document No. 46

MAULANA AZAD'S OPENING ADDRESS AT THE ALL INDIA EDUCATIONAL CONFERENCE, HELD IN NEW DELHI ON JANUARY 16, 1948

It is exactly a year ago that I assumed charge of this Ministry on January 15, 1947. It was then my intention to summon immediately an educational conference of representatives of Provincial Governments, the States and the universities in order to chalk out our future programme of action. In fact, dates had been announced for such a conference twice, but circumstances over which we had no control intervened on both occasions. I need not go into the reasons for these postponements as they are well known to you and will only say that I have spared no efforts to summon the conference as early as possible. In any case we have met today and I have every hope that the combined wisdom of all who are present today will enable us to formulate schemes that will meet adequately the educational requirements of this ancient land. I extend to you my cordial welcome and thank you all for your response to my invitation.

The agenda is already before you. You will find that it contains only the most pressing problems that confront us today. The first issue refers to the provision of basic education for every citizen of the State. It is accepted on all hands that without such education a modern democratic state cannot flourish or perform those functions which are expected of it. The scheme of Post-war Educational Development prepared by the Central Advisory Board of Education has been accepted by the Central and the Provincial Governments. Steps have already been taken to set on foot the programme of action according to a five-year plan, but I must point out that all these have been done according to old methods and on the old scales. After the attainment of our independence, we cannot, however, be content with programmes which were considered adequate for the old regime. Thus, no one will for a moment tolerate today that 40 years must elapse before the full scheme of basic education for all the inhabitants of this land can be implemented. In fact, even half that period will seem to many to savour of delay and procrastination.

We must therefore devise measures by which the educational progress of this country can be so accelerated that we reach our objective within a much shorter time.

I know the many difficulties and obstacles which face us. I know that on account of the happenings in the recent past, the attention of the Government and the people has often been diverted from constructive work. After full consideration of all these factors, I would still assert that education cannot wait. Even if other nation building activities of the Government have to be slowed down or deferred on account of such difficulties, education, at any rate, must be pushed forward as rapidly as possible. We must not, for a moment, forget that it is the birthright of every individual to receive at least the basic education without which he cannot fully discharge his duties as a citizen.

In talking of basic education, we have to deal separately with the problem of providing education to school-going children and to adults. The population of India today, after partition, is roughly 24 crores, if we leave out of account the people of the States. The school population will therefore be about 2,93,72,000 if we consider the age-group of 6 to 11 years. If we calculate on the basis of even three teachers for every hundred pupils, this would require about nine lakhs of teachers for teaching about three crores of boys and girls. I will not raise here the question whether we should discourage single-teacher schools, though the best educational opinion favours at least two teachers for a school. In any case, the provision of nine lakhs of trained teachers immediately seems an altogether impossible task and nothing that the Government can do remedy this defect overnight. In fact, this seems to be one of the main reasons why 40 years was regarded as the minimum period which must elapse before educational facilities can be provided for all citizens of the land.

We have, however, already seen that we cannot wait for such a long time and therefore my appeal will be to all educated men and women of this country to come forward to meet this deficiency. I would urge upon every educated man and woman to regard it as a sacred national service to come forward and serve as a teacher for at least two years. They should regard it as a sacrifice to the national cause and accept for their services whatever allowance the State may afford. We may also consider some kind of conscription for the purpose. If every matriculate is required to put in one year's and

every graduate two years' service in education before he or she obtains his or her certificate, we would get a large supply of teachers for our purpose. If two lakhs of educated men and women come forward every year, we can in five years have the minimum number of teachers necessary for fulfilling our plans. This will, however, be an emergency measure and cannot continue indefinitely. We must therefore devote these five years for the greatest possible expansion in the provision of facilities for training teachers, so that, by the end of that period, we may gradually replace volunteer teachers by teachers who have taken up teaching as their vocation.

Another great obstacle towards the immediate provision of educational facilities for all is the financial implication of constructing the necessary school houses and other buildings. This, however, need not and should not deter us. I would go so far as to say that we need not just now make any provision for building expenses at all. India is a country where for nine months in the year pupils can work in the open without any difficulty or injury to their health. In villages, if necessary, educational work can be carried on under the trees and even where structures have to be put up whether in town or village these can be built with bamboo and mud at a much lower cost than a pucca building would cost. In addition, we must never forget that in India there have already been voluntary contributions towards the establishments of schools and I have no doubt that if we can tap fully the resources of private munificence, the problem of meeting the cost of educational structure will at least be partially met.

Another chief obstacle to the immediate fulfilment of the Basic Education Plan is the problem of finance. For basic education alone we require at least nine lakhs of teachers. The Pay Commission recommended a scale of Rs. 30-50 for such teachers. I realise that this is hardly enough to attract the best type of candidates, but as I have stated earlier, my appeal is to educated men and women to regard this educational service for two years as a sacrifice in the cause of the nation. They must therefore agree to work on this meagre pay and look at it more in the nature of an allowance than wages for their labour. I have suggested that we should have at least two lakh volunteers every year which will give four lakhs of such volunteers at a time from the second year of the enforcement of the scheme. Even on the basis of pay suggested in the Pay Commission's Report, this would mean a wages bill of Rs. 2 crore per month or Rs. 24 crore per year for the next five years. The amount actually

spent on primary education by the Provinces and the Centre as shown in the budget for the year 1945-46 is as follows:

Name of Province				Expenditure on primary education by various provinces during 1945-46
Assam	..	..	..	21,66,186
Bihar	..	..	..	2,09,820
Bombay	..	..	..	1,71,22,281
C.P. & Berar	..	..	..	23,60,391
Madras	..	..	..	2,89,28,403
Orissa	..	..	..	16,77,017
United Provinces	..	..	..	57,52,008
Total	..	..	..	5,82,16,106
Bengal (Undivided) ..	..	..	..	74,10,142
Punjab (Undivided) ..	..	..	..	57,66,474
Total	..	..	..	1,31,76,616
Total of all Provinces	..	..	..	7,13,92,722
Centrally Administered Areas				
Ajmer-Merwara	..	..	..	2,29,634
Civil & Military Stations				
Bangalore	..	..	..	1,03,958
Coorg	..	..	..	47,430
Delhi	..	..	..	2,72,564
Minor Administrations	..	..	..	1,49,960
Total	..	..	..	8,03,546
Grand Total	..	..	..	7,21,96,268

The above figures have been taken from the Provincial General Educational Table. Since then there have been considerable increases

in the provision for Education in the Central and Provincial Budgets, but figures are not at present available for the years 1946-47 and 1947-48, except in the case of the Centre. In the Centre, the Budget provides for a little over Rs. 11 lakhs for 1947-48. We may, however, ignore these variations as well as the variation that has been caused by the partition of the Provinces of Bengal and the Punjab.

We would therefore have to find additional funds to the extent of about Rs. 16 crores for the next five years. In Bengal, an attempt has been made to find money for educational purposes by the imposition of an educational cess. It is for you to consider whether some such method may not be applied to other provinces in order to meet part of this gap. You have also to suggest what further steps the Central Government can take in addition to what it has already done.

I now come to the problem of providing for the education of adults who are illiterate. Its importance need hardly be emphasised, especially to a body of educational experts like you. It is obvious that with the extension of democracy, the problem of adult education has become even more important than it was in the past. As you know, some work for adult education has been started in the provinces since 1938 but this was on a very small scale and must be increased and expedited manifold, if we are to obtain the desired result. Adult education has two aspects, viz., (a) arrangements for making the adults literate, and (b) the provision of measures to enlarge their minds and enable them to take an intelligent interest in the affairs of the country.

I will take up the question of education in the second sense first, as obviously this is more important in the case of adults than mere provision of literacy. Such expansion of the mind of the adults can largely be effected today through the use of scientific methods and machinery which has made our task in this respect much lighter than it was before. There is experience of countries like Russia and the U.S.A. where open-air drama, the film and the radio have been used to very great effect. Russia has, in fact, succeeded in carrying out her successive five-year plans largely through the use of such scientific methods and machinery. We should benefit by the experience of these countries and draw upon the vast stores of educational films which have been built up in Russia and the U.S.A. At the same time, it has to be remembered that our conditions differ in many respects and their experience will have to be modified to meet our requirements.

I am glad to inform you that the Education Ministry has recently established a Department of Social Education which will take up this problem. The expansion of the Department is, however, necessary in order to make it possible to provide such dramas, films and radio programmes in all Indian languages. I hope that very soon the Ministry will be able to publish complete plans and schemes for this purpose.

The problem of imparting literacy to adults must be taken up along with that of providing basic education to school-going children. For this purpose, we must not only depend upon the teachers who are engaged in such schools, but also call upon government employees of all categories to render such voluntary service as may be possible. This would be necessary, especially in the rural areas where it would not be possible to provide any alternative machinery for adult education. Government employees can render great help both in their spare time by working in night schools and Sunday schools, and also by their example in introducing a 'drive' for literacy among their own subordinates who are illiterate. A time must soon come when literacy will be made one of the conditions for any employment under the Government, and in the meantime, the Government are considering methods by which illiterate government servants may be encouraged to become literate.

I now come to the second broad problem which we have to discuss in this Conference today. This concerns the medium of instruction in the schools and colleges. You are already aware of my views on this question. I hold that there is no place for English *as a medium of instruction* in future India, but at the same time there should be no precipitate action that may damage the cause of education. I hold that the replacement of English as a medium of instruction should be gradual and stage by stage so that there is the least possible interruption or interference with the process of education in the country.

I think it is not necessary to raise the question of the medium of instruction in the primary and secondary stages. Opinion is unanimous that instruction in these stages can be imparted only through the mother tongue. Differences arise only when we come to the stage of education in the universities. Two sharply divided schools of thought hold the field. There are on the one hand those who want one common language as the medium of instruction for all the universities in India. There is another school that holds that education in the

universities should be imparted through the regional language. I realise that there are weighty arguments in favour of both the alternatives. The Central Advisory Board, which has just completed its session, had discussed this question and decided to appoint a committee of experts to go into it and submit recommendations. I have been asked to nominate the members of the committee and I will announce the names as soon as this Educational Conference is over.

I placed my own views before the Central Advisory Board and said that we should not change the medium of instruction in the university suddenly but allow a period of five years during which we can prepare for the gradual replacement of English by an Indian language. This would mean that by the sixth year, English would no longer be necessary as the medium of instruction in the universities and an Indian language could take its place. I am glad to inform you that the Board is in full agreement with this view.

One important problem in this connection is in respect of scientific terms, but the Central Advisory Board has tried to solve it by declaring that scientific terms are international, and it would be a serious mistake to try to translate them. I agree with the view of the Board and believe that this is the only rational solution of the difficulty.

I may here refer to the experience of other eastern countries which have already made the experiment of coining new words for scientific and technical terms or importing them from ancient classics. In Egypt the question of scientific terminology became important in the 19th century when she took to modern European education on a large scale. Egypt, as you are aware, has a rich classical language from which it can derive most of the scientific terms. In fact, Arabic possessed many terms in Astronomy, Chemistry, Physiology and other Sciences which have since been incorporated into the European languages. It was therefore easy for modern Egypt to coin new Arabic terms in the old moulds and one group in Egypt sought to adopt these Arabic terms for current use in Egyptian education. Many words were thus derived from the Arabic Classics and many new words coined, but experiment soon proved that this was not the happiest solution of the problem. With experience, the Egyptians were convinced that the scientific terms in current usage in modern Europe should be adopted, as they have become international and do not now belong to any particular nation or country. Turkey and

Iraq have also come to the conclusion that in matters of science and knowledge there should be no narrow nationalism but a truly international approach. Similar has been the experience of China and Japan. It must, however, be admitted that for certain technical terms, especially in Philosophy, Logic and Mathematics, many terms are already available in the Indian classical languages and we should certainly use them, especially as in their case there is not the same universal agreement as in the case of scientific terms.

The next problem I want you to consider is the question of reforms in university education. As I have already stated, there can be no question of narrow nationalism in the field of knowledge, but at the same time we must see that there is no wrong perspective of a nation's past history and culture nor a failure to encourage the highest ideals in national character and civilisation. Unfortunately, this has happened in India and I will draw your attention by way of example to the two particular instances of Philosophy and History.

To take up Philosophy first. Greek Philosophy was revived in Europe through the agency of the Arabs who were its commentators and critics during the Middle Ages. It was only during the Renaissance that direct translations were made from Greek and Latin. The result is that in Europe, even the general history of Philosophy starts with the Greeks and ends with modern European Philosophy, touching merely the fringe of Indian and Chinese thought. This is the history of Philosophy which the universities teach in India. But you will all admit that this does not represent the true facts of the development of philosophical thought in the world. No one today can deny the supreme achievements of the Indian mind in the realms of metaphysics and philosophy. It is true that recently Indian Philosophy has been introduced as one of the subjects of study in the Indian universities, but it has not yet gained the position which it deserves in the general history of the philosophy of the world.

One of the earliest schools of Greek Philosophy is that of Pythagoras. The tradition of his visit to India may or may not be true, but his philosophy shows unmistakable marks of the influence of Indian thought. There is little doubt that the Indian mind had already advanced beyond the stage reached by Pythagoras. In fact, almost every school of Greek Philosophy has its counterpart in India. In addition, there are flashes of insight which we do not find in Greek Philosophy. I think that with the exception of two specific

branches of learning, the Indian mind has shown itself superior in every respect to the achievements of the Greeks. The only two exceptions are in Logic and Astronomy. Aristotle's 'Logic' is superior in structure and scope to Indian 'Nyaya', while in Astronomy Ptolemy's 'Majestic' is superior to Brahma Gupta's 'Siddhanta' and the work of Aryabhata. We therefore need a new history of Philosophy in which Indian Philosophy may find its rightful place.

Similar in the field of History. Up to the time of Vincent Smith, there has been no reasonably true or correct History of India in English. Even Smith's History is defective and in many respects out of date. All histories used in our universities today reflect these defects. They suffer from both lacunae and distortions. Nothing is more important today than the reorientation of historical studies from the primary to the highest stages. This is a task which the universities must immediately undertake. The most practical method would be to prepare books in English which can then be translated into all the Indian languages. This would not only mean economy in labour but also give a uniformity in tone and treatment of the subject. I would therefore appeal to all the Indian universities to help in this noble task, and I can assure them that the Central Minister will extend to them every possible help.

Another important question that I would like the Conference to consider is the study of the oriental languages and culture. We must admit that this has been most inadequate till now. I am sure there will be no difference of opinion that in the future we must make ample provision for remedying this defect. For this, two things are immediately necessary. We must, on the one hand, have a reform and simplification in the methods of teaching and, on the other, we must afford both encouragement and facility for such studies.

Even where oriental subjects have been taught in the universities, they have been treated in a most cavalier fashion. If we look at the plight of Sanskrit or any other of the classical languages in the universities, we cannot deny that this has been done in a most half-hearted fashion in spite of the fact that such studies are essential for a true appreciation of Indian history and culture. What applies to Sanskrit, applies also to the study of Arabic and Persian.

I would like to draw your attention to the provision of facilities for the study of other oriental languages as well and especially of Tibetan and Chinese. It is well known that many of the Buddhist

scriptures and literature are preserved in Tibetan, though the original in Sanskrit has been lost. For instance the *Tarka Bhashya* of Mokshankar Gupta could not for long be obtained in Sanskrit but a Tibetan translation was available and till recently that constituted the only source of our access to his thought. It is only lately that the original has been found and published in the Gaekwar Oriental Series.

The accounts of Chinese travellers are similar sources of illumination in respect of ancient India. Other treasures lie hidden in the Chinese language and literature for the interpretation of our ancient history, if only they were accessible to us. For these reasons it is essential that our universities must provide adequate facilities for the study of these oriental languages. We must not forget that in the past India was a centre where the currents of Asiatic thought met and from which flowed out streams which spread to the farthest corner of the Asiatic continent. To appreciate Ancient India truly it is therefore essential to have a knowledge and understanding of other Asiatic languages and cultures as well.

Document No. 47

EXTRACTS FROM THE REPORT OF THE SPEECH OF MAULANA AZAD IN DELHI

17-1-1948

Addressing a gathering of three hundred thousand people in Delhi, on January 17, Abul Kalam Azad said: "Before coming here I went to Gandhiji again and asked him what we should do so that he may break his fast. He gave me seven tests which should be fulfilled by the people. Assurances on these points, he said, must come from responsible people who can guarantee the proper fulfilment of these conditions....No false assurance should be given." The conditions were as follows:

Complete freedom of worship to Muslims at the tomb of Khwaja Qutub-ud-Din Bakhtiar and non-interference with the celebration of the Urs which was due to be held there within a week.

Voluntary evacuation by non-Muslims of all the mosques in the city which were being used for residential purposes or which had been converted into temples.

Free movement of Muslims in areas where they used to stay before the disturbances.

Full safety to Muslims while travelling by train.

No economic boycott of Muslims

Full discretion to Muslims to invite non-Muslims to live in areas occupied by them and freedom to Muslim evacuees to come back to Delhi if they so desired.

Document No. 48

**REPLY DT. 30-1-48 IN THE LEGISLATIVE ASSEMBLY
BY MAULANA AZAD TO THE QUESTIONS ASKED
ABOUT THE MONETARY GRANTS TO DELHI
BRANCH OF HINDUSTAN SCOUT ASSOCIATION**

Mr. R.K. Sidhva: (a) Will the Honourable Minister of Education please state whether it is a fact that in reply to a supplementary question raised on started question No. 557 asked on 3rd December, 1947, it was stated that the application of the Delhi Branch of Hindustan Scout Association for a grant was receiving attention?

(b) If so, has the application been considered and the grant passed?

(c) If so, what is the amount of the grant?

(d) Do the Government of India pay annual grant to the All India Hindustan Scout Association (Allahabad)?

(e) If so, what amount?

(f) If not, have Government at any time received application from them for such a grant?

(g) What is the amount of grant given to the Boy Scout Association in Delhi and its all India organization?

(h) Is it a fact that the Hindustan Scout Association was started by Indian Leaders and the Boy Scout Association by foreigners?

The Honourable Maulana Abul Kalam Azad: (a), (b) & (c) When I said, Sir that the question of a grant-in-aid to the Hindustan Scout Association was under consideration I meant the application of the central organisation of the Association.

(d), (e) and (f) The application of the Central Organization of the Hindustan Scout Association for a grant has been considered and subject to the vote of the Assembly a sum of Rs. 15,000 has been provided in the budget for 1948-49.

(g) The Delhi Branch of the Boy Scouts Association is in receipt of a grant of Rs. 2,700 from the Local Administration. The Central Organization of the Boy Scouts Association receives a grant of Rs. 15,000 from the Government of India.

(h) The answer is in the affirmative, but eminent Indians are also associated with the latter.

In view of the changed circumstances however, I think that it would be better if both these organisations were to amalgamate. I hope the office bearers concerned will consider this suggestion.

Mr. R.K. Sidhva : You have stated that the Delhi Branch of the Hindustan Scouts Association is in receipt of a grant of Rs. 400 from the Local Administration. The Boy Scouts Association has been granted Rs. 2,700. I would like to know what the Hindustan Scouts Association has been given a relatively lesser amount?

The Honourable Maulana Abul Kalam Azad: You may put this question to the Delhi Administration. The grant which the Delhi Branch of the Association receives has been sanctioned by the Local Administration. The Government of India is not concerned in the matter. There is no doubt that there is difference between the amounts of the grant-in-aid that have been allotted to these associations.

Shri Deshbandhu Gupta: Will the Honourable Minister please issue necessary instructions to the Delhi Administration that the amount of grant to the Delhi Association may be raised to Rs. 2700?

The Honourable Maulana Abul Kalam Azad: This is being considered.

Shri H.V. Kamath : Will the Honourable Minister please state if the Girl Guides also form part of the Boy Scouts Association?

The Honourable Maulana Abul Kalam Azad: I cannot say this.

Mr. R.K. Sidhva: Is it a fact that the Boy Scouts Association owe their allegiance to the King and the Hindustan Scouts Association to the country?

The Honourable Maulana Abul Kalam Azad: Anyway, so far as the allegiance to the King is concerned, that also still applies to the Indian Dominion.

Mr. R.K. Sidhva : Is it not a fact that even up till now the Boy Scouts Association owe their allegiance to the King and the Hindustan Scouts Association to the country?

The Honourable Maulana Abul Kalam Azad: I have just stated that these organisations were started under the circumstances existing in the past and we should now endeavour that both these should be amalgamated.

Seth Govind Das : Is the Honourable Minister aware of the fact that so far as the Delhi Administration is concerned, all questions relating thereto are asked in the floor of this House and the responsibility for answering them devolves on the Ministers in this Assembly?

The Honourable Maulana Abul Kalam Azad : What I mean to say is that I am not aware of the circumstances under which the Local Government sanctioned the grant of Rs. 400 to the Delhi Branch. Moreover I do not know the details which led to this decision. But the question as to why a lesser amount was granted to them is already receiving attention.

Mr. R.K. Sidhva: Is it not a fact that efforts were made by the Government previously that both these should be amalgamated? But the Members of the Boy Scouts Association do not want to abjure their allegiance to the King. What steps do the Government of India propose to take under these circumstances? Do the Government intend to suspend payment of the grant and insist on their renouncing allegiance to the King?

The Honourable Maulana Abul Kalam Azad : We should try that both these should be amalgamated.

Shri Deshbandhu Gupta : Is it a fact that the Delhi Scouts Association submitted a representation to the effect that they should also be granted the same amount as was given to the Boy Scouts Association.

The Honourable Maulana Abul Kalam Azad : I cannot give any reply to this. I do not know.

Document No. 49

REPLY DT. 30-1-48 IN THE LEGISLATIVE ASSEMBLY BY MAULANA AZAD TO THE QUESTIONS ABOUT THE POLICY RE-ADOPTION OF ONE INDIAN LANGUAGE IN PLACE OF ENGLISH AS OFFICIAL LANGUAGE IN CENTRE AND PROVINCES

Mr. R.K. Sidhva : (a) Will the Honourable Minister of Education please state whether it is a fact that he stated at the last convocation address of the Patna University that a limit of 5 years time be fixed for continuing the English Language alongwith an Indian language and that at the sixth year only one Indian language be used as the official language, in Central and Provincial Government?

(b) Is that the decision of the Government of India?

(c) If so, has any province discarded the English language altogether for official business and adopted only one Indian language?

(d) If so, which are those province and do Government propose to issue instructions to these provinces to continue English language alongwith an Indian Language for official purpose for 5 years?

The Honourable Maulana Abul Kalam Azad: (a) Yes.

(b) No. This is my personal opinion, and I hope that when the time comes, Government will pay the necessary attention to this point of view.

(c) As far as Government is aware, no Province has done so up till now.

(d) Does not arise.

Seth Govind Das : Is the Honourable Minister aware of the fact that the linguists in India believe that there is obviously no necessity to continue teaching in the English language in the country for five years?

The Honourable Maulana Abul Kalam Azad : This is a matter of opinion.

Maulana Hasrat Mohani : So far as the U.P. Government is concerned, I would like to tell the Honourable Minister that they finished with the English language from the very start. At present no

business is concerned in U.P. in any other language except Hindi. The Government Gazette is also printed in Hindi. And moreover all the circulars are issued in this language. They have discarded English for all purposes.

Mr. Speaker : The Honourable Member will see that it is for the Minister to give information and he should put a question.

Maulana Hasrat Mohani : This is with reference to part (c) of the question.

Is the Honourable Minister aware of the fact that U.P. government have altogether done away with the English language and introduced the Hindi language so that the people who know Urdu only may not be able to understand anything?

The Honourable Maulana Abul Kalam Azad : It is within the knowledge of the Government of India that in U.P. the Government Gazette is published in English also.

Document No. 50

**ANSWERS BY MAULANA AZAD, DT. 5-2-1948 TO
THE QUESTIONS ASKED IN THE LEGISLATIVE
ASSEMBLY ABOUT THE TECHNICAL TRAINING
OF INDIAN STUDENTS IN FOREIGN COUNTRIES**

Mr. R.K. Sidhva : (a) Will the Honourable Minister of Education please state how many scholars are intended to be sent to the United Kingdom, the United States of America and other foreign countries for technical training in the year 1948?

(b) Are the selections made province-wise or otherwise?

(c) Has the attention of Government been drawn to a statement issued on the 12th December, 1947 from London by Miss Shanti Ranga Rao, the Indian Educationist, who was sent to the United Kingdom on special Government deputation.

(d) Are Government aware that she deprecated the idea of sending students to foreign countries for training?

(e) Are Government aware that she strongly recommends to Government the building and development of Universities in India without any further delay?

(f) Do Government propose to accept the suggestions made by her?

(g) If not, what is Government's future policy?

The Honourable Maulana Abul Kalam Azad: (a) The question is still under consideration in the light of the interim report submitted by the Overseas Scholarships Committee, which was appointed to examine the overseas scholarships in all its aspects.

(b) Some scholars are selected by Provinces and others by the Central Government directly according to whether they are intended to serve a Provincial Government or the Central Government on their return.

(c) Yes. Miss Ranga Rao was sent to London in May 1947 for six months to provide temporary assistance in the High Commissioner's Education Department, which was inadequately staffed.

(d) & (e) Yes, as far as her views are indicated by the press report referred to by the Honourable Member.

(f) & (g) It is Government's policy to give every possible assistance to the expansion and improvement of facilities for University Education in the country, but Government have been advised by the Expert Committee, referred to in part (a) that it is necessary for some time yet to send selected students abroad for advanced studies and training.

Mr. R.K. Sidhva : I want to enquire from the Honourable Minister for Education what is the annual expenditure?

The Honourable Maulana Abul Kalam Azad : The expenditure incurred during the current financial year is Rs. 27,50,000 and Rs. 28,50,000 have been provided for the ensuing year.

Mr. R.K. Sidhva : Is it a fact that scholars are being sent to foreign countries for taking in subjects for which training facilities are available in India ; or they are sent for training in those subjects only for which no arrangements exist here?

The Honourable Maulana Abul Kalam Azad : The scheme which is being approved after careful consideration will provide that for subjects for which arrangements can be made in India, scholars will not be sent abroad.

Mr. R.K. Sidhva : Is it a fact that training for nurses is given abroad which facilities for such training exist in India. Moreover they are not able to secure admission into the University Hospitals there?

The Honourable Maulana Abul Kalam Azad : Some scholars were sent for this purpose during the year 1945-46, but the Government will consider this matter for future.

Shri Gokulbhai Doulatram Bhatt : Is any selection made from States as well while selecting scholars?

The Honourable Maulana Abul Kalam Azad : The selection is made from Provinces and the Centre. No separate circulars are issued for States.

Seth Govind Das : Will the Honourable Minister please see that first of all only those scholars should be sent to foreign countries who have upto now been selected, and until all of them have been sent, no fresh scholars should be selected.

The Honourable Maulana Abul Kalam Azad : This has been stopped.

Mr. Tajamul Hussain : I would like to know if the Government have got any such scheme under which the entire amount that is spent over the training of scholars may be recovered from them when they return after completion of their training.

The Honourable Maulana Abul Kalam Azad : No provision to this effect was made in this scheme. This scheme was introduced with a view to spend more money on education so as to increase the resources of the country. In future the Government will consider over this matter which is already under consideration.

Shri H.V. Kamath : Will the Honourable Minister please state if apart from England and America, some scholars will also be sent to other European countries such as Russia and France?

The Honourable Maulana Abul Kalam Azad : I have just informed you that this scheme is being considered *de novo*. I cannot give any detailed information in the matter at the moment.

Prof. N.G. Ranga : Are any steps being taken to see that these scholars on their return to India after the completion of their studies are suitably employed in Government Departments?

The Honourable Maulana Abul Kalam Azad : The selection is made after keeping this thing in view. The scholars are sent from Provinces as well. The subjects in which they want training are considered over by the Centre before they are sent abroad.

Mr. R.K. Sidhva : Is it a fact that the British Universities have decided that out of the total vacancies, ninety per cent thereof should be allotted to ex-servicemen.

The Honourable Maulana Abul Kalam Azad : This is correct. Such a decision has been arrived at there. The Government will consider over it in future in this light.

Seth Govind Das : Will the Honourable Minister please consider that when Rs. 27-28 lacs is annually spent over this work and a major portion of which is given to the Universities for opening of new departments not already existing there, these scholars should be provided with necessary training facilities here instead of being sent abroad.

The Honourable Maulana Abul Kalam Azad : It is already receiving attention of the Government.

Shri M. Ananthasayanam Ayyangar : Sir, is it not a fact that in the recent conference of the Central Board of Education it was

urged that instead of sending raw graduates or students from here for further studies, persons who are all employed in technical and other professions in this country and have had some experience may be sent instead for getting some further experience by way of refresher courses in foreign countries so that they may be useful?

The Honourable Maulana Abul Kalam Azad : Just as I have stated the whole matter is before the Government and receiving consideration.

Shri M. Ananthasayanam Ayyangar : May I know, Sir, whether in the Selection Board sufficient representation was given to Members of this House so that they also sit along with them and evolve or carry out any schemes based on the suggestions made on the floor of this House?

The Honourable Maulana Abul Kalam Azad: The Government will consider over it.

Document No. 51
LETTER FROM MAULANA AZAD TO
SARDAR PATEL

New Delhi

9 February, 1948

My dear Vallabhbhai,

The Education Ministry has been trying to absorb most of the refugee teachers from Pakistan areas, who were in Government service and who have now migrated to Delhi. Now, however, I find that a number of refugee teachers from certain Indian States, such as Bahawalpur, are coming to Delhi. These teachers were in State service in the States, but as rules stand at present, we cannot classify them as Government servants for the purposes of Government service here. My personal opinion is that these refugee teachers, who were in State service, should be accorded the same treatment as refugee teachers who were in Government service. Unless this is done, it will be difficult to absorb these State service teachers in Government institutions.

I should be glad to have your opinion as to how we should classify these refugee teachers from the Indian States which they have had to leave on account of communal disturbances.

Yours sincerely,
Abul Kalam Azad

The Hon'ble Sardar Vallabhbhai Patel
New Delhi.

Document No. 52

ANSWERS BY MAULANA AZAD, DT. 9-2-1948 TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY ABOUT THE SHIFTING OF CONSTITUENT COLLEGES OF DELHI UNIVERSITY TO UNIVERSITY SITE

Shri Deshbandhu Gupta : (a) Will the Honourable Minister of Education be pleased to state whether Government still adhere to their declared policy of shifting the Constituent Colleges of the University of Delhi to the University site?

(b) What are the financial implications of the scheme and how long will it take to implement this policy?

(c) Are Government aware that it entails heavy expenditure to Government and the managements of the colleges concerned and add to the difficulties of the students in regard to expenditure and convenience?

(d) If so, do Government propose to consider the desirability of dropping the Idea?

The Honourable Maulana Abul Kalam Azad: (a) Yes, Sir,

(b) The Government of India have still under consideration the question of the grant that may have to be given to the colleges to enable them to shift to the University enclave. It is hoped that it will take about two years to implement the first phase of the move of the colleges to the University enclave.

(c) & (d) The shifting of the colleges to the University enclave does involve expenditure but this expenditure would be necessary in the interest of co-operative teaching.

Shri Deshbandhu Gupta : Will the Honourable Minister please state whether he has received any representation which contains a proposal to drop this scheme?

The Honourable Maulana Abul Kalam Azad : No.

Shri Deshbandhu Gupta : Is it not realised that this scheme has been in existence for several years past and the colleges have still to extend their buildings? How can, under such circumstances the colleges

be expected to carry this scheme out for extending their buildings in the future?

The Honourable Maulana Abul Kalam Azad : The Honourable Members are not unaware of the difficulties experienced in the construction of buildings. But it is hoped that this scheme will be enforced early.

Shri Deshbandhu Gupta : Will any priority be given to the Colleges for purchasing the building material, so that they may be able to secure the material without any difficulty and construct the buildings?

The Honourable Maulana Abul Kalam Azad : Efforts will certainly be made.

Document No. 53

ANSWERS BY MAULANA AZAD DATED 9-2-48 TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY ABOUT THE SHIFTING BACK OF RAMJAS COLLEGE, DELHI AND CONTINUANCE OF AGRICULTURAL COLLEGE AT ANAND PARBAT

Shri Deshbandhu Gupta : (a) Will the Honourable Minister of Education be pleased to state whether Government are aware of the fact that Ramjas College, Delhi was shifted from Anand Parbat to Daryaganj when Anand Parbat was requisitioned by the Government of India, in 1942?

(b) Are Government further aware that at present Ramjas Higher Secondary School is handicapped for want of sufficient accommodation for day scholars as well as for resident students?

(c) Are Government aware that Ramjas College authorities have provided hostel accommodation for some of their students at Anand Parbat which is four miles from the College?

(d) Do Government propose to consider the advisability of allowing Ramjas College to shift back to Anand Parbat?

(e) How long do Government intend to continue the Agricultural College at Anand Parbat?

The Honourable Maulana Abul Kalam Azad: (a) Yes Sir.

(b) & (c) No, Sir.

(d) As the Government of India desire that the College should soon shift to the Delhi University enclave it is not desirable to allow the Ramjas College to shift to the Anand Parbat. The buildings at the Anand Parbat do not belong to the Ramjas College Society which runs this College, but belong to the Ramjas Trust with which the College has no concern.

(e) The Agriculture College at Anand Parbat will be shifted as soon as suitable land is made available in or near Delhi and the necessary buildings are put up.

Shri Deshbandhu Gupta: Will the buildings at the Anand Parbat

be returned to the Ramjas College when the Agricultural College shifts to its own buildings?

The Honourable Maulana Abul Kalam Azad : The Government have not considered over this matter.

Document No. 54

**ANSWERS BY MAULANA AZAD DT. 9-2-1948 IN THE
LEGISLATIVE ASSEMBLY TO THE QUESTIONS
RAISED REGARDING THE POST-WAR PLANS
FOR TRAINING OF TECHNICAL PERSONNEL
AND FACILITIES TO ANDHRA UNIVERSITY**

Shri V.C. Kesava Rao : Will the Honourable Minister of Education be pleased to state:

(a) Whether there are any post-war plans for training an adequate number of men in mechanical, electrical, highway, civil and marine engineering.

(b) The facilities Government propose to grant to the Andhra University to train this kind of personnel; and

(c) The number of Andhra students sent to overseas universities for higher training in the subjects mentioned in part (a) above?

The Honourable Maulana Abul Kalam Azad:

(a) Yes. Government have been sending students abroad for higher studies in various branches of Engineering under the Overseas Scholarships Scheme.

With regard to facilities for training Engineers in India, Government propose, to start with, to establish as early as possible within the next three years or so, two regional Higher Technical Institutions near Calcutta and Bombay. There is also a scheme for strengthening and improving the existing technological institutions in India.

(b) The All India Council for Technical Education, appointed by Government, has recommended that a recurring grant of upto 70,000 and a capital grant of upto Rs. 5½ lakhs should be made from the Central Revenues for the improvement of Chemical Technology Department of the Jaipur Vikram Dev College of the Andhra University. This proposal is being given urgent consideration by Government.

(c) So far as the Central Scholars are concerned, the information is not available as the candidates are required to indicate in their applications only the Province or State and not its particular part to

which they belong. With regard to Provincial Scholars, the Government of Madras may perhaps be able to give the information desired by the Honourable Member, but the information with the Government of India is incomplete.

Shri M. Ananthasayanam Ayyangar : How many students are proposed to be sent for any of these courses overseas during the ensuing year?

The Honourable Maulana Abul Kalam Azad : The overseas scholarships Scheme has been discounted this year. The Government are considering over the recommendations made by Doctor Rai's Committee so that this work may be started on new lines in future.

Shri V.C. Kesava Rao : May I know the number of Andhra graduates undergoing training in foreign universities at the present moment?

The Honourable Maulana Abul Kalam Azad : I have already stated this that it is not possible for the Centre to give this information, because Andhra is not a separate Province. It is a part of the Madras Province. So far as I have been able to ascertain probably eight or nine scholars from Andhra were definitely sent for undergoing training in technical education.

Dr. B. Pattabhi Sitaramayya : The Honourable Member who has put the question does not understand the language in which the question has been answered and hence he is repeating his question. If possible you may, Sir order the answer to be rendered either into Telugu or English.

Mr. Speaker : That may be done after the question hour is over.

Shri M. Ananthasayanam Ayyangar : Arising out of the answer to clause (a) of the question, may I know what post-war plans are for training an adequate number of students in mechanical, electrical and other kinds of engineering? At what stage is the proposal to open technological institutions in four places in India, viz., Bombay, Calcutta, Delhi and one in the South? Has anything been done in this direction and if so, what progress has been made?

The Honourable Maulana Abul Kalam Azad : The technical Council had recommended that four higher technical institutions should be opened, two of which should be located at Bombay and Calcutta. The work is in hand and it is hoped that both these will start functioning within three years.

Shri M. Ananthasayanam Ayyangar : May I know what is going on in Madras?

The Honourable Maulana Abul Kalam Azad : The matter concerning the South has not yet been taken in hand as it was not possible to set up all the four institutions simultaneously.

Shri M. Ananthasayanam Ayyangar : Why has it not been taken in hand?

The Honourable Maulana Abul Kalam Azad : I have already answered this.

Shri M. Ananthasayanam Ayyanagar : When will this be taken up?

The Honourable Maulana Abul Kalam Azad : The Government will try to take this up soon.

Shri V.C. Kesava Rao : In view of the fact that the Andhra Province will be separated soon, will Government consider the question of training more men of Andhra for the efficient administration of the future Government?

Mr. Speaker : That is more or less hypothetical today?

Shri Biswanath Das : While deciding to start technological institutions in Bombay, Calcutta, Delhi and in Madras may I know how the Government propose to cater to the needs of provinces which are less developed and want more technological institutions?

The Honourable Maulana Abul Kalam Azad : The provinces cannot be kept in view while starting such institutions. The Council had recommended that these should be established at four places and four separate circles set up for this purpose.

Document No. 55
LETTER FROM SARDAR PATEL TO
MAULANA AZAD

New Delhi
11 February, 1948

My dear Maulana,

Thank you for your letter of 9 February 1948 regarding Bahawalpur State employees.

The question which you have raised has been considered by me a number of times, but I have found it impossible to agree to the proposal made. The Transfer Bureau is intended exclusively for Government employees who had to flee from Pakistan, and have sought refuge here or who were formerly Government employees in Pakistan who opted for service in India. Apart from the fact that we have more than enough already, and it would be physically impossible to accept any more commitments from non-Government employees, once we open the door to outsiders there would be practically no reason whatsoever to exclude many other categories of employees, as for example, District Board and Port Trust employees. We have also felt that, while we do owe a moral responsibility to refugees in general, including Bahawalpur State employees and others whom I have mentioned above, Government owes a special obligation to take into service, as far as possible, former Government employees in Pakistan.

In the circumstances, I much regret it is not possible for me to agree that Bahawalpur State employees should be treated on a par with Government servants. I would have no objection, however, to their being considered after our commitments in regard to Government servants are fulfilled.

Yours sincerely,
Vallabhbhai Patel

The Hon'ble Maulana Abul Kalam Azad
Minister for Education
New Delhi.

Document No. 56

**ANSWERS DATED 23-2-1948 IN THE CONSTITUENT
ASSEMBLY OF INDIA TO THE QUESTIONS ASKED IN
CONNECTION WITH EDUCATIONAL INSTITUTIONS
UNDER MINISTRIES OTHER THAN HEALTH AND
AGRICULTURE BY MAULANA AZAD**

Shri V.C. Kesava Rao: (a) Will the Honourable Minister of Education be pleased to state whether any Ministries other than those of Health and Agriculture are in charge of Educational Institutions engaged in higher training of technical personnel?

(b) What are the reasons for dividing the responsibility in the matter of higher technical education among different Ministries?

The Honourable Maulana Abul Kalam Azad: (a) The only other Ministry concerned with Higher Technical Education is the Ministry of Works, Mines and Power who have the responsibility for administering the Indian School of Mines, Dhanbad.

Various other Ministries of the Government of India *e.g.*, (i) Ministry of Works, Mines and Power, (ii) Ministry of Communication, and (iii) Ministry of Transport, arrange for the practical training of personnel to meet their special requirements.

(b) This is the old arrangement and for the present it is being continued. If Government feels that any change is necessary in the interest of higher education, Government will examine it in due course.

Shri V.C. Kesava Rao: I want a translation.

Mr. Speaker : It is rather difficult. Well, he may have it later on.

Shri H.V. Kamath: He is asking for a translation for putting supplementaries.

Mr. Speaker: It is unfortunate.

Document No. 57

(ANSWERS TO THE QUESTIONS ASKED IN THE CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE) BY MAULANA AZAD ABOUT THE INSTITUTIONS AFFILIATED TO ALL INDIA COUNCIL FOR TECHNICAL EDUCATION AND VARIOUS SYLLABUSES ON 23-2-1948)

Shri Mohan Lal Saksena: (a) Will the Honourable Minister of Education be pleased to state how many institutions have so far been affiliated to the All-India Council for Technical Education?

(b) Have the All-India Board of Studies prepared the syllabuses for different All-India Diploma courses? If not, why not?

(c) Are Government aware of the hardship which students experience in the absence of proper syllabuses?

The Honourable Maulana Abul Kalam Azad: (a) So far 7 institutions have been affiliated to the All-India Board of Technical Studies in Commerce and Business Administration. The Delhi Polytechnic, is in addition affiliated to the All-India Boards of Technical Studies in: (i) Architecture and Regional Planning, (ii) Chemical Engineering and Chemical Technology, and (iii) Engineering and Metallurgy.

(b) So far the syllabuses for the following All-India Diploma courses have been prepared: (i) Commerce, (ii) Chemical Engineering, (iii) Engineering (Civil, Electrical and Mechanical), and (iv) Architecture.

Syllabi for the other All-India Diploma courses, viz., Textile Technology and Applied Art are still in draft form and will be approved by the appropriate All-India Boards in due course.

I should, however, mention that the syllabus in Engineering and in Chemical Engineering are being revised.

(c) It is difficult to see what hardship the Honourable Member is referring to as no examinations are conducted for the courses for which no syllabi have been prepared.

The Honourable Maulana Abul Kalam Azad: I have just now referred to those schools for which syllabi have been prepared, and

to those also for which they are being prepared. It is quite possible that some changes were being made, but so far I have no information.

Shri Mohan Lal Saksena: Is the Honourable Minister aware that the Syllabi for most of the classes in Polytechnic School are not ready. Some are ready and some have been altered.

Shri Mohan Lal Saksena: May I request the Honourable Minister to make further enquiries in this matter. I have some information and have come to know from students that there are two or three such schools whose syllabus has been changed twice and still the students do not know under which syllabus they will be examined?

The Honourable Maulana Abul Kalam Azad: So far as I know, no such thing has happened, but all the same an enquiry will be made.

Document No. 58

ANSWERS DATED 23-2-1948 BY MAULANA AZAD TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY

AFFILIATION OF DELHI POLYTECHNIC TO DELHI UNIVERSITY

Shri Mohan Lal Saksena: (a) Will the Honourable Minister of Education be pleased to state whether Government are aware of the assurance given by Government to the Legislative Assembly in 1946 that the Delhi Polytechnic will be affiliated to the Delhi University? If so, why has it not been so far affiliated?

(b) Have any steps taken in that direction and when is it likely to be affiliated to the Delhi University?

(c) Are Government aware that the delay in affiliation has been causing inconvenience and financial loss to the students?

The Honourable Maulana Abul Kalam Azad: (a) I am afraid that the Honourable Member is not quite correct in stating that an assurance was given to the Legislative Assembly in 1946 that the Delhi Polytechnic would be affiliated to the Delhi University.

A statement was however made to the effect that when the contemplated development of the Delhi Polytechnic has been completed, it was anticipated, that the Polytechnic would be recognised as the Technological Department of the Delhi University.

(b) The Government have formulated certain development plans some of which are now well on the way. An application for affiliation to the Delhi University was made in October, 1946. The Governing Body of the Polytechnic which was constituted early in 1947, have, after examining the development programme and reviewing the progress made so far recommended on the 22nd October, 1947, the affiliation of the Engineering Department of the Delhi Polytechnic immediately and of certain other departments thereafter. The University has already appointed a Sub-Committee of the Executive Council. This Sub-Committee is understood to have made certain recommendations to the Executive Council.

(c) The Government do not agree that the delay in affiliation is causing inconvenience and financial loss to the students since the students now undergoing to the courses of instruction were admitted to the Diploma courses offered at the Institution.

Shri Mohan Lal Saksena: Is not the Honourable Minister aware that at the time of making appointments this fact is kept in view that only people with University Degrees are appointed and no heed is paid to the Diploma of that Institution?

The Honourable Maulana Abul Kalam Azad: This Institution was opened for diploma classes. It has a special procedure and the same procedure is being followed upto now. It is expected that it shall be affiliated to that.

Seth Govind Das: Do Government consider that so far as Government services are concerned no distinction shall be made between such degrees and University degrees?

The Honourable Maulana Abul Kalam Azad: Government are considering this matter.

Shri Deshbandhu Gupta: Do Government consider that the educational standard also of students should be raised? It should not be merely a concern of Universities.

The Honourable Maulana Abul Kalam Azad: However, it is so intricate matter that it shall be considered in future. No promise can be made in this connection at present.

Shri Deshbandhu Gupta: Do Government keep in view that it is very essential to make arrangements for imparting practical engineering training in factories to students, to whom no opportunity has been provided so far?

The Honourable Maulana Abul Kalam Azad: Certainly this aspect of the matter requires serious consideration, and it will be considered.

Document No. 59

**ANSWERS DATED 23-2-1948 BY MAULANA
AZAD TO THE QUESTIONS ASKED IN THE
LEGISLATIVE ASSEMBLY OF INDIA**

**PUBLICATION OF SOUTH INDIAN INSCRIPTIONS COLLECTED BY
ARCHAEOLOGICAL DEPARTMENT**

Shri S.V. Krishnamurthy Rao: (a) Will the Honourable Minister of Education be pleased to state the approximate number of South Indian inscriptions so far collected by the Archaeological Department?

(b) How many of these have been published *in extenso*?

(c) When are the rest likely to be published?

(d) When was the last report on South Indian Epigraphy published and why have further reports not been issued?

(e) What are the reasons for the delay?

(f) How far is this delay due to the Government Press not being able to print in time?

(g) Is the Department allowed to print their publications in non-Government presses?

The Honourable Maulana Abul Kalam Azad: (a) 29,500.

(b) 8,300.

(c) The rest are likely to take about 10 years for publication.

(d) The last Report on South Indian Epigraphy was issued for the years 1937-38, and the last volume of South Indian Inscriptions was published in 1941. Further reports and volumes could not be issued due to the fact that the Government of India placed restrictions on the printing of such publications for the duration of war. Now that the restrictions have been removed, two Reports on South Indian Epigraphy and one volume of South Indian Inscriptions are in the press.

(e) and (f) In the case of the Report, the Government Press is not responsible for the delay. This is due to the circumstances explained above. In the case of the volume of South Indian Inscriptions which

was sent to the Madras Government Press in 1940, pressure has already been brought to bear with a view to expediting the volume.

(g) Only when it is absolutely essential to do so. In the case of Epigraphy, however, the difficulty is that a majority of the non-Government presses are unable to supply the necessary fonts.

Shri T. Channiah: Sir, may I know the reason why the Honourable Minister of Education is determined not to give his replies in English?

Mr. Speaker: That does not arise out of this question.

Shri K. Santhanam: Even those of us who have picked up a little Hindi are unable to follow him.

Mr. Speaker: I will give Honourable Members a translation of the reply.

(English translation of the reply was then read out.)

Shri T.T. Krishnamachari: May I know if the reply to part (c) is due to the fact that Government want to emphasise the antiquarian value of these relics and therefore they are allowing ten years to elapse before they are published?

The Honourable Maulana Abul Kalam Azad: Honourable Members are aware that they are a large number of them and only eight thousands out of twenty-nine thousands have been published so far. This work is of such a nature that it cannot be easily accomplished. It has been estimated that it will take about ten years or less to publish all of them.

Shri H.V. Kamath: Is the Honourable Minister in a position to state to which age the oldest of the twenty-nine thousand five hundred and ten inscriptions belongs?

Mr. Speaker: Order, order; that will be going into the contents of these things.

Shri Deshbandhu Gupta: Is it a fact that all the proceedings of the Archaeological Department are published in English, and will Government consider publishing them in Hindi?

The Honourable Maulana Abul Kalam Azad: Yes. This matter will be considered. So far all the proceedings of Government of India have been carried on in English.

Shri R.R. Diwakar: In view of the importance of these inscriptions, will the Government consider the publication of a summary of the epigraphic records that have been collected?

The Honourable Maulana Abul Kalam Azad: Yes, it will be considered and at least separately in future.

Shri S.V. Krishnamurthy Rao: Should any of the private presses come forward to print these reports to the satisfaction of Government, will the Government re-consider the position to entrust some of this work to the private presses?

The Honourable Maulana Abul Kalam Azad: Government will certainly consider it.

Document No. 60

**ANSWERS DATED 23-2-1948 BY MAULANA
AZAD TO THE QUESTIONS ASKED IN THE
INDIAN LEGISLATIVE ASSEMBLY**

TERMS OF SERVICE OF DIRECTOR GENERAL OF ARCHAEOLOGY

Shri S.V. Krishnamurthy Rao: (a) Will the Honourable Minister of Education be pleased to state who is the present Director-General of Archaeology and when his term is expiring? Did he opt to go to Pakistan and if so, why could he not go?

(b) Is his term being extended and if so, why?

(c) Is it the policy of the present Government not to entertain non-Indians in key positions?

(d) If so, is that policy being followed in the case of this appointment?

(e) If not, why not?

The Honourable Maulana Abul Kalam Azad: (a) Dr. R.E. Mortimer Wheeler is the present Director General of Archaeology. The term of his appointment is due to expire on the 23rd April, 1948. He did not express any preference for service either in India or Pakistan. The Partition Council, however, decided that as the Pakistan Government did not need his services, he should be retained in India till the expiry of his term of contract.

(b) No.

(c) The appointment of non-Indians to civil posts under the Government of India is made in very exceptional circumstances and on a contract basis for short periods.

(d) Yes. The question of appointing an Indian to succeed Dr. Wheeler is under consideration.

(e) Does not arise.

Mr. R.K. Sidhva: Has the Director General personally applied or not for going to Pakistan?

The Honourable Maulana Abul Kalam Azad: I have said just now that at the time of establishment of the Partition Council no application from Dr. Wheeler here?

Shri T.T. Krishnamachari: May I ask the Honourable Minister if it is a fact that the Pakistan Government probably finds it beneficial for them to keep Dr. Wheeler here?

Mr. Speaker: That is a matter of opinion.

Document No. 61

ANSWERS DATED 23-2-1948 BY MAULANA AZAD TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY OF INDIA

NATIONAL MUSEUM FOR INDIA AND PROVINCIAL MUSEUMS

Shri S.V. Krishnamurthy Rao: (a) Will the Honourable Minister of Education be pleased to state whether it is a fact that the Government propose to have a National Museum for India? If so, what is its general plan?

(b) Is it going to be located in some central place in India? If not, why not?

(c) Are there Provincial Museums in different Provinces? If so, in how many provinces?

(d) Do Government propose to encourage Provincial Museums by lending expert hands and by giving adequate grants?

(e) What special steps do Government propose to take in order that those museums may be of the maximum educative value?

The Honourable Maulana Abul Kalam Azad: (a) The Government have accepted in principle the Scheme for the establishing of a Central National Museum of Art, Archaeology and Anthropology in India. The general plan of the Museum is embodied in the report *of the Committee, a copy of which is placed on the table.

(b) It is proposed to locate the Museum in New Delhi.

(c) There are provincial museums, or museums of similar status, in all provinces except in the newly created province of the East Punjab.

(d) It is intended that apart from being an exhibiting institution, the new National Museum will provide expert assistance, advice and training for the museum-service for India as a whole. As for grants to provincial Museums, the Central Advisory Board of Archaeology at their meeting held at Baroda in September 1947, appointed a

* Not printed in these Debates. A copy has been placed in the Library of the House
— *Ed of D.*

Museum Committee to go into the whole question of the principles of State-aid to provincial museums. Government will take necessary decision in the light of the recommendations of this Committee, which are still awaited.

(e) The development of local museums is primarily the concern of the Provincial Governments but on the establishment of the National Museum. Government will be prepared to render such help as training for museum service, expert advice and temporary loan of experts, etc.

Shri S.V. Krishnamurthy Rao: May I have the reply in English?

Mr. Speaker: It will not be possible in every case to give a translation. The Honourable Member should make an effort to understand Hindustani. That is the best course.

Haji Abdus Sattar Haji Ishaq Seth: Before the Honourable Members are able to follow this, the Government should make some arrangements. They have their Assistant Whips and their Whip. I certainly resent your being asked to read the answers every time.

Shri H.R. Guruv Reddy: In cases like this would it not be possible for the Minister concerned to answer in English the particular member who has put the question?

Mr. Speaker: That will lead to supplying the answers to the members beforehand. I am afraid that practice will not be a very desirable or proper one. Sometimes this difficulty will arise and when I find that a question is important, I will read the translation; not otherwise. This should not be taken as a practice necessarily to be followed by the Chair.

Shri H.R. Guruv Reddy: Would you permit us to put questions in our own mother tongue?

Mr. Speaker: Yes. The Honourable Member may put such a question but if it is not understood by the Honourable Minister, the Honourable Member will not have a chance of having it translated. He will be at liberty, of course, to put his questions.

Shri K. Hanumanthaiya: When every other Minister answers in English, this Honourable Minister may also do so.

Mr. Speaker: The Honourable Members are not aware as to what passed in this House before the 15th August. Even then it was considered essential for national self-respect that our proceedings should be conducted in Hindustani and as far as possible. The situation

has much changed since 15th August and it is up to Honourable Members to see that they try to pick up the language.

The Honourable Pandit Jawaharlal Nehru: I am perfectly prepared to answer questions in Hindustani in future.

Dr. B. Pattabhi Sitaramayya: That does not solve the difficulty. It is all easy for one whose mother tongue is Hindustani to impose on others his mother tongue. But it is a real difficulty which must be faced by the House and I wish the Speaker would give this his attention and also the Government of the day, instead of forcing people to remain silent in their ignorance. Some arrangement must be made simultaneously to present these answers. I do not feel the grievance so much because I understand something of the language. But even I do not feel equal to the highly Arabised and Persianised Hindustani of the Maulana. Even ten years hence, I guarantee that South Indians who learn Hindustani will not be able to follow such Hindustani.

Prof. N.G. Ranga: I do not think it would be derogatory to our national dignity and uniformity if we were to make it convenient for speakers speaking in Hindi to have their speeches translated into English and for people speaking in English to have their speeches translated into Hindi. In most of the Assemblies in other parts of the world wherever there are these bi-lingual or tri-lingual and multi-lingual needs such facilities are made and especially in international gatherings.....

Mr. Speaker: I do not think any further arguments is necessary. While I have indicated that it is not quite proper to insist that answers be given in English, I have already tried to help members by giving translations when the question is an important one. At the same time I made a request to those people who do not understand Hindustani to make an effort: because in the new set up of things, we are going in the direction of having the proceedings in the common language. Whether what is spoken it is in Persianised Urdu or Sanskritised Hindi, it is a different matter. I do not wish to have any further discussion. I shall give the translation as the question seems to be of some importance. But I will leave it to myself to decide as to whether a question is so important as to deserve to be translated.

Pandit Lakshmi Kanta Maltra: What about the supplementaries to be raised on that?

Mr. Speaker: I cannot translate each and every answer.

Pandit Lakshmi Kanta Maitra: Therefore, at least so far as this particular portfolio of this particular Honourable Minister is concerned, he may be kindly allowed to permit some of his Secretaries to read out the replies, for it is not a matter of joke.

Mr. Speaker: That point has been solved. No Secretary can come into the House. No further argument is necessary. Order, order. I may state that whenever an Honourable Minister uses a special expression, he tries to give the English equivalent.

Order, order. The reply to the question is as follows:

(English translation of the reply was then read out.)

Seth Govind Das: Are Government aware that the Calcutta Museum is a Provincial Museum? It was built at the time when Calcutta was Capital. Do Government consider, now that the All India Museum is to be established in Delhi all the selected articles from the Calcutta Museum will be removed from that place and brought to Delhi.

The Honourable Maulana Abul Kalam Azad: So far Calcutta Museum is the Indian Museum. The proposal will be considered at the time of execution of National Museum Scheme.

Shri H.V. Kamath: Who were the members of the Committee which was formed in 1945 and whose report was laid on the table of the House?

The Honourable Maulana Abul Kalam Azad: Their names are: Sir John Sargent, Mr. H.A.N. Medd, Mr. V. Narhari Rao, Mr. H.V.R. Iyengar, Mr. G.S. Bozman, Dr. R.I. Mortimer Wheeler, Dr. H.N. Sen, Dr. B.S. Guha, Dr. D.M. Sen and Dr. N.P. Chakravarti.

Shri K. Santhanam: May I know, Sir, if the Honourable Minister will consider the desirability of covering the present Government House into a museum?

Mr. Speaker: That is a suggestion for action.

The Honourable Maulana Abul Kalam Azad: Yes. It needs a building. At the time of the execution of this scheme a building will be constructed.

Shri S.V. Krishnamurthy Rao: The Honourable Minister told us that the Museum will be located in Delhi. May I know, Sir, why a more central place for the whole of India cannot be chosen?

The Honourable Maulana Abul Kalam Azad: In a way Delhi is a central place and is Capital also.

Giani Gurmukh Singh Musafar: Is there any scheme for the construction of a National Museum for the East Punjab also?

The Honourable Maulana Abul Kalam Azad: It is a matter for the consideration of the Provincial Government.

Document No. 62

ELECTION TO STANDING COMMITTEE FOR MINISTRY OF EDUCATION DATED 1-3-1948

The Honourable Maulana Abul Kalam Azad (Minister for Education): Sir, I move:

"That this Assembly do proceed to elect, in such manner as the Honourable the Speaker may direct, one member to serve on the Standing Committee to advise on subjects dealt with in the Ministry of Education, until the end of the financial year 1948-49, *vice* Shri S. Radhakrishnan resigned."

The Standing Committee of the Ministry of Education was elected in November last. Shri S. Radhakrishnan was also one of its members. He has now tendered his resignation; saying that his engagements are such that it would not be possible for him to devote sufficient time to the Standing Committee. A vacancy has therefore occurred and it should be filled up.

Mr. Speaker: Motion moved:

"That this Assembly do proceed to elect, in such manner as the Honourable the Speaker may direct, one member to serve on the Standing Committee to advise on subjects dealt with in the Ministry of Education, until the end of the financial year 1948-49, *vice* Shri S. Radhakrishnan resigned."

Shri M. Ananthasayanam Ayyangar (Madras: General): May I request the Honourable Minister to inform us if there have been any meetings of the Standing Committee for Education till now?

The Honourable Maulana Abul Kalam Azad: No, not yet. After consultation with the members it was decided to hold the meeting in March, and so it will be held at the end of March.

Shri M. Ananthasayanam Ayyangar: In view of the fact that Prof. Radhakrishnan continues to be a member of this Constituent Assembly and he is one of the eminent scholars, cannot the Honourable Minister persuade him to be a member of this Committee, especially in view of the fact that a number of meetings of this Committee have

not been held till now, so that he can attend one or two of its meetings?

The Honourable Maulana Abul Kalam Azad: It depends upon the opinion of the House. If the House desires, I will again write to him, though he has submitted his resignation.

Mr. Speaker: The question is:

"That this Assembly do proceed to elect, in such manner as the Honourable the Speaker may direct, one member to serve on the Standing Committee to advise on subjects dealt with in the Ministry of Education, until the end of the financial year 1948-49, *vice* Shri S. Radhakrishnan resigned."

The motion was adopted.

Mr. Speaker: I have to inform Honourable Members that for the purpose of election, by means of the single transferable vote, of a member to the Standing Committee for the Ministry of Education the programme of dates will be as follows:

Nomination to be filed in the Notice Office upto 12 noon on Wednesday, the 3rd March.

Election, if necessary, will be held on Friday, the 5th March, in the Assistant Secretary's room (No. 21) in the Council House between the hours of 10.30 A.M. and 1 P.M.

Document No. 63

**REPLY DATED 4-3-1948 BY MAULANA AZAD TO
THE QUESTIONS ASKED IN THE CONSTITUENT
ASSEMBLY OF INDIA (LEGISLATIVE)**

**RECOGNITION OF INDIAN DEGREES IN ARTS, MEDICINE,
ENGINEERING ETC. IN U.K. AND U.S.A.**

Shri V.C. Kesava Rao: Will the Honourable Minister of Education be pleased to state whether Indian degrees in arts, medicine, engineering and other technological subjects have been recognised in foreign countries, especially in the United States of America and the United Kingdom?

The Honourable Maulana Abul Kalam Azad: In most foreign countries, including the U.S.A., degrees and diplomas awarded by the Indian Universities and Institutions are not recognised formally, but each application from an Indian student is considered on merits and the qualifications acquired by the student in India are taken into account. The Ministry is pursuing the question of a general recognition of Indian degrees by American Universities.

A statement is laid on the table giving the latest information available regarding the recognition of Indian degrees and diplomas by British Universities.

Statement

*Showing the latest information available regarding the recognition of
Indian degrees and diplomas by British Universities*

As a general rule, all Universities in the U.K. accept a degree of the Indian University as exempting from the Matriculation Examination and certain universities accept also the Intermediate Examination of an Indian University. The following statement gives the detailed position according to the latest information available in regard to each University separately:

1. *Birmingham University* – (a) holder of a Bachelor's degree of an approved Indian University, or an Intermediate certificate of an Indian University is eligible for admission to the Degree course.

(b) Graduates of Indian Universities may apply for exemption from the first year course and examination. This examination is usually decided on the merits of each application.

2. *University of Bristol* – (a) A holder of an Intermediate certificate of a recognized Indian University is eligible for admission to the Matriculation course.

(b) No definite regulations for exemption in the faculties of Arts and Science have been laid down but consideration is given to individual applications.

In the faculty of Engineering of this University exemption from the first year course is usually given to candidates who have obtained the Diploma of Thompson Civil Engineering College, Roorkee.

3. *Cambridge University* – (a) A holder of a First Class Intermediate or a First or Second Class Bachelor's degree of an approved Indian University is eligible for admission to the University without passing the 'Previous' Examination.

(b) Exemption from any portion of the courses or period of residence prescribed for the Bachelor's degree are only granted to affiliated students. A student who has been a member of an Associated Institute for not less than three years, and who, before matriculation at this University, has graduated, or done all that is necessary for graduation at that Associated Institution is entitled to be approved as an affiliated student.

The Indian universities at present approved as *Associated Institutions* are : Agra, Aligarh, Allahabad, Bombay, Calcutta, Delhi, Lucknow, Madras, Mysore, Osmania and Patna. The old Punjab University was also approved, and it is hoped that the East Punjab University will now be approved.

4. *Durham University* – (a) A holder of an Intermediate certificate of an Indian University is eligible under certain conditions for exemption from the Matriculation Examination of this University.

(b) Exemption is granted from the first year of study, provided that an equivalent course of study has been pursued at some approved institution and exemption is obtained from the first year examination, provided an equivalent examination has been passed elsewhere.

An Indian Graduate may be admitted to the status of an advanced student in order to study for the Ph.D. Degree, provided his qualifications justify such admission.

5. *Leeds University* – (a) A holder of a Bachelor's degree of an approved Indian University, or an Intermediate certificate of an Indian University is eligible for admission to the Degree course.

(b) The University has not found it possible to draw up a scheme of exemption for students from Indian Universities but is prepared to consider each application on its merits.

6. *Liverpool University* – (a) A holder of a Bachelor's degree of an approved Indian University, or an Intermediate certificate of an Indian University is eligible for admission to the degree course.

(b) The University has not found it possible to draw up a scheme of exemption for students from Indian Universities but it is prepared to consider each application on its merits.

7. *University of London* – (a) A holder of a Bachelor's degree of an approved Indian University is exempted from the Matriculation Examination.

(b) External Students are not entitled to any exemption from examinations above the Matriculation.

Internal Students who are graduates of other Universities may proceed as candidates for a Bachelor's degree without taking the Intermediate Examination, after they have pursued an approved course of studies as Internal Students.

8. *University of Manchester* – (a) A holder of a Bachelor's degree of an approved Indian University, or an Intermediate certificate of an Indian University is eligible for admission to the Degree course.

(b) This University has never laid down any general scheme for exemption and each application for exemption is dealt with individually and on its merits.

9. *Oxford University* – (a) A holder of a Bachelor's degree of an approved Indian University obtained after a course of study extending over three years only, with uninterrupted success at all examinations and certificate of satisfactory progress is exempted from 'Responsions' (i.e. Matriculation Examination) and is eligible for admission as a member of the University.

(b) Exemption from any portion of the prescribed courses or period of residence for the B.A. Degree is only granted to students of Senior Status. Students who have obtained a Bachelor's degree at a University in the British Dominion or Colonies or in India or in Great Britain and North Ireland or at a foreign University are admitted

to the status and privileges of a Senior student, provided that they have pursued at that University a course of study extending over at least three years.

10. *Sheffield University* – (a) A holder of a Bachelor's degree of an approved Indian University, or an Intermediate certificate of an Indian University is eligible for admission to the Degree course.

(b) At this University exemption of one year is usually granted for courses in the various Faculties to degree holders of approved Universities.

11. *Aberdeen University* – (a) A holder of a First Class Intermediate certificate of an approved Indian University with English and either Mathematics or Science is eligible for admission to the course of a study qualifying for graduation.

(b) With the exception of the Preliminary Examination, this University does not make any exemptions or concession in virtue of Degrees or courses obtained or pursued at Indian Universities unless a special application has been submitted and approved by the University court.

12. *Edinburgh University* – (a) A holder of a First Class Intermediate certificate of an approved Indian University with English and either Mathematics or Science is eligible for admission to the course of a study qualifying for graduation.

(b) Each application is considered on its merits and exemption is granted from attendance or from both attendance and examination.

13. *Glasgow University* – (a) A holder of First Class Intermediate certificate of an approved Indian University with English and either Mathematics or Science is eligible for admission to the course of study qualifying for graduation.

(b) Students from India who have attended Degree courses at a recognized Indian University may receive exemption from class attendance in certain courses at this University, but they are required to pass the Degree Examination.

14. *St. Andrews University* – (a) A holder of First Class Intermediate Certificate of an approved Indian University with English and either Mathematics or Science is eligible for admission to the course of a study qualifying for graduation.

(b) Exemption from part of the curriculum or examinations is granted to students who have given attendance or passed examination at other Universities recognized by the University.

15. *University of Wales* – (a) A holder of an Intermediate certificate of an approved Indian University is exempted from the Matriculation Examination.

(b) Graduates of an Indian University may enter upon a scheme of research or advanced study in one of the Constituent College without having first to qualify for the degree of Baccalaureus.

Seth Govind Das: Will the Honourable Minister issue orders that the degrees of those Universities of America and U.K. will not be recognised in India, which do not recognise Indian Universities Degrees?

The Honourable Maulana Abul Kalam Azad: So far as I know Indian Universities are also not recognising them.

Shri V.C. Kesava Rao: Is it a fact, Sir, that our degrees are not recognised by the foreign Universities because they are not given practical training?

The Honourable Maulana Abul Kalam Azad: No, I do not think so. But the Ministry is taking up the question of recognition by American Universities of Indian Universities degrees. We will see what should be our policy in this connection in future?

Shri V.C. Kesava Rao: What steps are Government taking to give sufficient practical training in the Indian Universities?

The Honourable Maulana Abul Kalam Azad: I do not think the question of practical training arises. Students who are sent abroad do not have to face any practical difficulty at all, and our work is running smoothly. But I admit that this point should be settled as a matter of principle.

Mr. R.K. Sidhva: Is there any country where Indian Universities degrees are recognised?

The Honourable Maulana Abul Kalam Azad: Some British Universities have recognised them.

Shri Rohini Kumar Chaudhuri: Is it a fact that various complications arise on account of the present system of using the name of the Province after the degree and if so, do Government propose to use only the word 'Hind' instead of using the name of different Provinces like B.A. (Mad.), M.A. (Cal.) etc.?

The Honourable Maulana Abul Kalam Azad: I do not think we are experiencing any difficulty on account of the addition of the name of the Province.

Document No. 64

ANSWERS DATED 4-3-1948 BY MAULANA AZAD TO THE QUESTIONS ASKED IN THE INDIAN LEGISLATIVE ASSEMBLY

UNIVERSITIES IN INDIAN DOMINION

R.B. Lala Raj Kanwar: Will the Honourable Minister of Education be pleased to state:

(a) the names of the Universities in the Indian Dominion together with the years in which they were established; and

(b) the amount of the annual or recurring grant, if any, made by the Government of India to each University?

The Honourable Maulana Abul Kalam Azad: (a) A statement showing the names of the Universities in the Indian Dominion incorporated by Law and the years in which they were established is laid on the table of the House.

(b) The Government of India give recurring grants to the three Central Universities only.

A statement indicating the recurring grants paid to these Universities during the year 1946-47 is also laid on the table of the House.

Statement

*Showing the Names of Universities in the Indian Dominion and
the years in which they were established*

<i>Name of University</i>	<i>Year</i>
1. Agra University, Agra (United Provinces)	1927
2. Aligarh Muslim University, Aligarh (United Provinces)	1920
3. Allahabad University, Allahabad (United Provinces)	1887
4. Andhra University, Waltair (Madras)	1926
5. Annamalai University, Annamalainagar, Chidambaram (Madras)	1928

6.	Benaras Hindu University, Benares (United Provinces)	1915
7.	Bombay University, Bombay (Bombay)	1857
8.	Calcutta University, Calcutta (Bengal)	1857
9.	Delhi University, Delhi	1922
10.	East Punjab University, Solan (Simla Hills)	1947
11.	Gauhati University, Gauhati (Assam)	1947
12.	Lucknow University, Lucknow (United Provinces)	1921
13.	Madras University, Madras (Madras)	1857
14.	Mysore University, Mysore (Mysore State)	1916
15.	Nagpur University, Nagpur (Central Provinces and Berar)	1923
16.	Osmania University, Hyderabad Deccan	1918
17.	Patna University, Patna (Bihar)	1917
18.	Rajputana University, Jaipur	1947
19.	Travancore University, Trivandrum (Travancore State)	1937
20.	Utkal University, Cuttack	1943
21.	University of Saugar, Saugar (Central Provinces)	1946

Recurring grants paid to the Central Universities 1946-47

<i>University</i>	<i>Grant</i>	<i>Remarks</i>
Benares Hindu University	7,02,168	Includes a sum of Rs. 3 lakhs as an advance against the grant of Rs. 4 lakhs recommended by the University Grants Committee in a full financial year.
Aligarh Muslim University	6,30,265	Includes a sum of Rs. 2,25,000 as an advance against the grant of Rs. 2,50,000 recommended by the University Grants Committee in a full financial year.
Delhi University	5,77,398	Includes a sum of Rs. 1,95,000 as an advance against the grant of Rs. 3,64,000 recommended by the University Grants Committee in a full financial year.

R.B. Lala Raj Kanwar: May I know which University receives the highest grant?

The Honourable Maulana Abul Kalam Azad: This is given in the statement. I can give to the House the figures for the last two years:

	RS. A.P.
Banaras Hindu University	702168-0-0
Aligarh Muslim University	630000-0-0
Delhi University	577000-0-0

Shrimati G. Durgabai: Will the Honourable Minister be pleased to state whether the Prayag Mahila Vidyapith and Kharve University in Bombay are full-fledged Universities in the sense that they are recognised as such by this Government?

The Honourable Maulana Abul Kalam Azad: Notice is required for this.

Shri B.P. Jhunjhunwala: May I ask the Honourable Minister if there is any basis on which the grants are given for different educational Universities?

The Honourable Maulana Abul Kalam Azad: There is a Universities Grants Committee which deals with it. All cases of grants are referred to it.

Shri B.P. Jhunjhunwala: On what basis do they consider the different cases?

The Honourable Maulana Abul Kalam Azad: The Universities Grants Committee takes its decisions in the light of the development schemes, and the requirements of the Universities.

Shri H.V. Kamath: Will Government consider the desirability of discontinuing grants to merely communal Universities?

The Honourable Maulana Abul Kalam Azad: These grants are being given at present. The question of communal universities is altogether different. The Government will, however look into it.

Shri Rohini Kumar Chaudhuri: May I know why the Assam University has not been given any grant?

The Honourable Maulana Abul Kalam Azad: The Assam University has just started.

Prof. N.G. Ranga: Have Government any proposals, Sir, to see that these Universities to which Government are making these grants

are converted into non-communal universities at the earliest possible moment?

The Honourable Maulana Abul Kalam Azad: The scheme which is before the Government in this connection will be considered in due course.

Shri Biswanath Das: Arising out of the replies given to some of the supplementary questions may I know whether the Honourable Minister incharge of the Department has considered the need of suggesting to these Universities to change their names suitably so as to take away the communal sting which now attaches to their name, especailly in view of the fact that the Hindu University, though the name 'Hindu remains is not at all a communal University?

The Honourable Maulana Abul Kalam Azad: When the question comes up before the Government for consideration, all these matters will be kept in view.

Shri Biswanath Das: May I request Government to consider the need for suggesting if they think proper, to name it in the name of Pandit Malaviya...

Mr. Speaker: Order, order. We cannot make any suggestions. I do not propose to allow that question.

Document No. 65

ANSWERS OF MAULANA AZAD DT. 8-3-1948, IN THE LEGISLATIVE ASSEMBLY TO THE QUESTIONS ASKED ABOUT THE POST OF JOINT DIRECTOR GENERAL OF ARCHAEOLOGY

Shri Jaspat Roy Kapoor: (a) Will the Honourable Minister of Education be pleased to state when the post of Joint Director General of Archaeology was created, and for what period?

(b) What were the reasons for the creation of this post?

(c) Is it proposed to abolish this post after the termination of the present period, or is it proposed to continue it or to make it permanent?

The Honourable Maulana Abul Kalam Azad: (a) The post of the Joint Director General of Archaeology was first created temporarily from 28th December 1945 to 28th February, 1947, but the tenure of the post was subsequently extended upto the end of June, 1948.

(b) The reasons for the creation of the post of Joint Director General of Archaeology were:

- (1) It was considered necessary to have at headquarters during the general re-organisation of the Archaeological Department an Officer with extensive experience to assist the Director General of Archaeology in his task, relieve him of a number of exacting administrative duties which prevented him from carrying out his primary and urgent task of training new entrants and re-modelling the Circles, and to enable him to maintain sufficiently close contact both with work in field throughout India and with the Government at New Delhi.
 - (2) It was false economy to bring out as a short-term Director General of Archaeology an Officer with special technical qualifications and experience and then to compel him to devote the greater part of his time to administrative duties.
 - (3) The Woolley Report of 1939 strongly stressed the need for a larger departmental headquarters.
- (c) A final decision will be taken shortly.

Shri Deshbandhu Gupta : Is it a fact that the appointment of Joint Director was not made according to the seniority list?

The Honourable Maulana Abul Kalam Azad: On the basis of the information, available to me at the moment, I am not in a position to say 'yes' I want notice of this question.

Shri H.V. Kamath : Will the Honourable Minister be pleased to state what work has been taken in hand after the excavations at Mohenjadarro and Harappa?

The Honourable Maulana Abul Kalam Azad : But this has no reference to the question.

Document No. 66

**ANSWERS BY MAULANA AZAD, DT. 8-3-1948 TO
THE QUESTIONS ASKED IN THE LEGISLATIVE
ASSEMBLY REGARDING THE MAINTENANCE
OF ARCHAEOLOGICAL GARDENS BY
ARCHAEOLOGICAL DEPARTMENT**

Shri Jaspat Roy Kapoor : Will the Honourable Minister of Education be pleased to state whether it is proposed that the Archaeological Department should assume responsibility for the maintenance of Archaeological gardens which have hitherto been maintained by the Provincial Governments?

The Honourable Maulana Abul Kalam Azad : The Government of India have already accepted in principle the responsibility for the maintenance by the Department of Archaeology of gardens attached to ancient monuments which at present rests with the Provincial Governments. The date from which the Archaeological Department should assume this responsibility has not yet been determined.

Prof. N.G. Ranga : Is it a fact that this post was created after a European came to be appointed as a Director-General in order to help him?

Mr. Speaker : That relates to another question.

Document No. 67

SPEECH OF MAULANA AZAD DT. 11-3-1948, IN THE LEGISLATIVE ASSEMBLY IN CONNECTION WITH THE GENERAL BUDGET — LIST OF DEMAND FOR 1948-49

The Honourable Maulana Abul Kalam Azad (Minister for Education) : Sir, General complaints have been made about the shortage of time. I share this view. The allotted time, however, cannot be changed and I shall try to have my say within the time permitted. For the information of Honourable Members, I have had a statement circulated which will give them an idea of the complete picture of the work before the Ministry of Education and they can have an idea of the progress than can be possible with the help of the grants provided in the Budget for the new year.

The first cut motion relates to an important matter namely Adult Education. In this connection I fully agree with the object of my Honourable friend. There is no doubt that the problem of adult education is as important as that of child education. The adult education has far greater aims than merely teaching adults how to read and write. It is our duty to impart to adults an education which should develop their thinking faculty so that they are enlightened and enabled to take due interest in the affairs of a democratic state and society. In no walk of our national life can we progress without the considered and judicious cooperation of millions of our countrymen. Anyhow no body would deny the extreme importance of this work. What we have to see is how this work can be accomplished in the shortest time.

The report submitted by the Central Advisory Board in the year 1944 contained also a scheme for adult education. But this scheme could not be enforced. It was after the last general elections, when the Congress Ministries were re-established in the provinces, that attention was paid to this thing. Work was taken in hand but on too small a scale to meet the demands of the day. After my assumption of office as Education Minister last year the first task that confronted me was the Basic Education and Adult Education schemes. But the

political condition of our country at that time was such that no time could be spared for attending to the task of education. Government was over head and ears engrossed with other affairs. I wanted to convene a meeting of the provincial education ministers and representatives of the Universities. Twice a date was fixed but every time it had to be postponed because conditions at that time made it impossible for men to assemble for a conference. Opportunity offered itself at last, and in January meetings of the Educational Conference and the Central Advisory Committee were held. I placed before them a new scheme for Adult Education; and you know that it was approved by both of these bodies. The report of the sub-committee appointed for this purpose by the Standing Committee of the Central Advisory Board was presented and accepted with some modifications. Our scheme is ready now. Its one branch concerns literary education and the other with the developement of mental faculties. The latter provides besides oral lectures the media of radio, films and modern methods of open air dramas. Efforts are being made to secure the best equipment. For this very reason this year money has been earmarked for a film library. Production of educational films is being undertaken. A separate section has been started under the ministry for the purpose of helping in the preparation of necessary literature. The sub-committee appointed by the Advisory Board had stressed the inclusion of certain amount of technical education in this scheme because a majority of the adults receiving education under this scheme would be connected with some profession or art. This suggestion has therefore also been incorporated in the scheme. Opinions of the provincial Governments have been invited in this connection. We intend to introduce this scheme in such a way as should enable the schools of Basic Education to become centres of all activities of the Adult Education as well. In this way we want to create a new intellectual atmosphere in this country.

So far I have told you the story of Adult Education. But mere paper scheme does not do. It requires material and for material the question of money comes first. The House is familiar with the attitude the Central Government have hitherto been adopting in this connection. Government proceeds upto a certain point beyond which it cannot proceed. I wish we could cross these old limits and move along new lines.

I wanted to have double the present grant but due to the emphasis

laid by the Ministry of Finance on our limitations for the year I had to content myself with it. The political conditions and especially the misfortunes of the Punjab, have suddenly burdened the finances of the Central Government; and due to this we have been forced to proceed slowly. Nevertheless I admit that other things can afford to wait but not education. It is necessary that somehow or other provision for money for this work must be made. This was also one of the fundamental questions which were raised in the Educational Conference which met on the 16th January. The Conference has appointed a committee to go into this question and to make its recommendation. I hope Government will receive their recommendation by June and we will be able to arrange sufficient funds for carrying out essential schemes of education.

In moving the second cut motion the Honourable Shri Deshmukh has drawn the attention of Government to the necessity for technical education. I may assure him that Government have been doing everything possible in this connection and in our plan for the next year's Budget we have tried to move quickly. If the Honourable Members had glanced through the statement circulated to them, this cut-motion would probably have not been necessary. I will briefly tell to the House what has been done in this connection.

(1) The Government of India have decided to open four Higher Technical Institutions on the model of American Institutes: of these two will be located near about Calcutta and Bombay and work has to be started at once. From the files I find that this matter has been under consideration for the last two years; but so far neither any site has been selected nor any progress made in pushing through the work. I tried to remedy this state of affairs, and to enforce the scheme, as soon as possible. The site has now been selected and arrangements for the staff are being made. Each of the four institutes would cost Rs. three crores as capital expenditure and rupees forty four lacs as recurring expenditure and will provide for the training of 3,000 students – 2,000 Under-graduates and 1,000 Post-graduates. The whole scheme is expected to be completed within two or three years.

(2) Four years' development plan for the Indian Institute of Science, Bangalore, has been sanctioned, and the power engineering department is being opened.

(3) Three years' development plan for the Delhi Polytechnic has been sanctioned and the work is being started.

(4) The All India Council for Technical Education recommended to give from the Centre a grant to the existing technical institutions in the country. Accordingly the grant has been sanctioned for five years and it is being given.

(5) The House might be aware of the fact that an Overseas Scholarship scheme was passed by the Central Government in 1944 and scholars from India were being sent abroad for training. When the new Government assumed office it was felt that this scheme was not followed properly. Therefore the first thing was to try to raise the status of the existing institutions to a level so as to train students with much higher qualifications, and then to determine according to the plan the subjects for the study of which scholars should be sent abroad and then to grant scholarship for those subjects only. Accordingly with this object in view a committee called the Scientific Man-Power Committee was set up, to investigate into the country's immediate scientific requirements and to prepare a plan how arrangements can best be made to carry out these requirement earlier. The committee is still functioning. It has submitted its interim report and Government gave their immediate attention to it and have accepted most of its recommendations. The recommendations stressed the need for giving fresh grants to the country's universities and institutions to enable them to augment their resources for imparting educational facilities in scientific and technical subjects. We have started giving grants from this year, and allotment of funds has been made for the three Central Universities.

(6) In addition to these activities of the Central Government the technical education work is also being generally accelerated in all the provinces. The Central Government have this year given handsome amounts to the Provincial Governments to enable them to implement their development schemes quickly. Accordingly:

29 Junior Technical institutions are being organised, and their scope of instructions is being enlarged,

4 Technical High Schools are being opened,

11 Senior Technical Institutions,

140 Junior Technical Schools,

38 Technical High Schools,

16 Polytechnics,

4 Senior Technical Institutions,

will soon begin to function.

These statistics relate to the general Post-War Development Plan.

In moving the third cut motion, the Honourable Mrs. Mehta has drawn our attention to the fact that no rules have yet been prescribed for grants to the universities. And it is necessary that the Central Government should elucidate its policy in this respect. I feel that no such question arises. The practice followed by the previous Government was to give grants to the three Central Universities only and with a view to give these grants a committee called the University Grants Committee was constituted. The present Government felt that it was desired to raise the standard of education of the entire country to the same level, then the scope of Central Government's help should not be confined to the three Universities only. It should be further expanded. In other words we should open its doors for the distribution of grants to other Universities also. With this object the University Grants Committee was constituted *de novo* and its terms of reference have been framed in such a manner so as to fully conform to this new policy. All the applications which are now received by the Ministry will be passed on to the University Grants Committee. The Government will carefully consider over the recommendations made by the Committee in this respect.

Shrimati Hansa Mehta : It is true that I mentioned in my speech also that the scope of the Grants Committee is extending, but on what basis are we to give grants to other Universities? It should be on the same basis as the Central Universities and there should be no distinction, that is what I said.

The Honourable Maulana Abul Kalam Azad : Honourable Mrs. Hansa Mehta is one of the members of this Committee and she has every opportunity to discuss this matter in the Committee. I cannot say why she thought it necessary to move a cut motion to discuss this point.

She has also referred in her speech to the existence of communal institutions and has stressed the point as to why the word 'Hindu' and 'Muslim' should at all be associated with the names of Benares and Aligarh Universities? I fully agree with the views expressed by her. I do not only agree but I welcome this idea. I extend a hearty welcome to this. No one else than myself will be happier if the words 'Hindu' and 'Muslim' are eliminated from the names of these two Universities. But it is clear that legislation establishing these Universities

was passed by this House and until the Acts are amended we cannot make any change.

An Honourable Member : Why can't you amend the Act?

The Government are also in full agreement with the point stressed by Shrimati any Honourable Member of the House can move for an amendment of the Act. In any case this change must be made.

The Honourable Maulana Abul Kalam Azad : The Government are also in full agreement with the point stressed by Shrimati G. Durga Bai. Nothing can retard more the growth of our national life than the encouragement of 'community', 'religion' and 'caste' in the educational sphere and placing of such limitations as would separate one class of people from the other. When we oppose this, it is not our intention that the backward classes should not be provided with facilities for advancement. On the contrary they should be helped in every walk of life and there is no doubt education is the high-road for their advancement. If they have been left behind in the sphere of progress it is not their fault. The society is to be blamed for this. It is all the more necessary therefore that the society which has not upto now placed them on an equal footing, should help in their advancement. Take the case of our Harijan brethren. If seats can be reserved for them in some institutions it does not mean that they are accorded discriminatory treatment over other classes. The reason is that if such a course is not adopted there is danger that they would be lost and will not be able to receive the benefit of education according to their share. The Government quite agree with the view that there should be no distinction of caste or creed in the sphere of education and whatever policy the Government and universities of the provinces have so far followed in this respect they should now adopt the national policy of the Central Government. The Honourable Member has in particular referred to the Madras Government, but I cannot say what is the actual position there. I shall find out from the Madras Government and will invite their attention to this point.

The last motion was moved by the Honourable Mr. Frank Anthony, pointing out that the Government should have a uniform policy regarding language. If any change has to be introduced it should be done slowly and gradually after full consideration. The change from English to an Indian language should not be sudden as this will disturb the standard of education and will result in harassment to people. I can assure the Honourable Member that this is the policy

of the Government who have advised the Provincial Governments to move cautiously and slowly in this matter. It must be known to the Honourable Members that I was first to raise my voice and warn the people against taking hasty steps and to move slowly. In my convocation address at the Patna University I first expressed my view that we should substitute the language in the course of five years and though we should start the process now the English language should continue for five years. This opinion applies not only to matters of education but also to matters of administration. Later on in the month of January when the Central Advisory Board and the Educational Conference met I placed the same view before them and laid emphasis on the point that English should be replaced gradually and after due consideration. I am glad the Central Advisory Board and the Educational Conference both agreed to this view, and I can say with confidence that the general policy of the Government in this connection will be as was indicated by me. Thus the Central Government have, so far as they are concerned laid down a definite and clear policy on this subject and as medium of instruction English will be replaced by one or more Indian languages. We do not want a sudden change but the change should be effected step by step. Our plan is that this should be accomplished in five years and in such a manner that in the sixth year the need for English should vanish.

To put it succinctly the Government policy can be described as follows:

- (1) So far as the primary and secondary stage is concerned it has been decided that the medium of instruction will be the mother tongue, and this is being put into practice by all the provinces;
- (2) For the University stage it has been decided that English can not continue as the medium of instruction but this change we should bring about in five years so that in the sixth year English will be fully replaced.

This is then the policy of the Government on the language question and the representatives of the provinces who came to attend the Educational Conference also agreed to it. It is, therefore, not correct to say that the Government have no uniform policy in this matter.

Mr. R.K. Sidhva : With your permission I want to ask one question and invite the Honourable Minister's attention to page 102 of the Budget Demand. In this a sum of Rs. 24,500 has been provided

for Churches. In respect to this Government has stated that no grant would be given in future and I want to know why is this being continued?

The Honourable Maulana Abul Kalam Azad: I cannot answer this at the moment because the details of this item are not before me. I can only say that this amount is being given to Churches since previous years and it is related to a separate fund.

Shri R.R. Diwakar : Sir, The question about the future national language in the Universities has not been answered.

The Honourable Maulana Abul Kalam Azad: No reply has been given to it because no decision has been taken about it so far. As I have already said it has been decided that the medium of instruction even in the University will be the national language. But we have not decided yet whether we are going to have one or more national languages. The All India Educational Conference which I convened in January last has appointed a Committee to go into this matter and we are awaiting the recommendations of this Committee.

The Honourable Member has specially mentioned the U.P. Government. I cannot say what exactly his point is? In November last I saw a press report to the effect that the U.P. Government will stop printing the U.P. Government Gazette in English from the new year. I immediately wrote a letter to the U.P. Premier suggesting that it will not be proper to do away with English so suddenly. In his reply to my letter he assured me that his Government was not in favour of making sudden changes and that he fully concurred in my opinion expressed in my address at the Patna University. Now I am aware that the U.P. Government Gazette is still being published in English as usual.

Shri K. Santhanam : May I enquire from Maulana Sahib whether the English translation of the Persian-couplet appearing in his English statement is correct?

The Honourable Maulana Abul Kalam Azad : The translation is not incorrect but I had better explain the meaning fully. The poet says:

"Thou desirest wine? and not only wine but wine that is good and strong, and not only good and strong but in abundance?"

Then the poet says : forget not ye, thou art making these requests to a petty wine dealer (a Kalal). He is not the wine server of paradise who can give you what you want."

I will also tell the House that it is welcome to make as many requests as it pleases matters regarding educational and I will welcome all such requests but it should not forget that I am only a Minister of Education and not an Officer-in-charge of paradise, nor have I a magician's basket with me to produce a full grown tree at a moment's notice.

Shri R.R. Diwakar : Sir, I beg leave of the House to withdraw my cut motion.

Mr. Chairman : Has the Honourable Member leave of the House to withdraw?

The cut motion was, by leave of the Assembly, withdrawn.

Dr. P.S. Deshmukh : Sir, I beg leave of the House to withdraw my cut motion.

Mr. Chairman : Has the Honourable Member leave of the House to withdraw?

The cut motion was, by leave of the Assembly, withdrawn.

Shrimati Hansa Mehta : Sir, I beg leave of the House to withdraw my cut motion.

Mr. Chairman : Has the Honourable Member leave of the House to withdraw?

The cut motion was, by leave of the Assembly, withdrawn.

Shrimati G. Durgabai : Sir, I beg leave of the House to withdraw my cut motion.

Mr. Chairman : Has the Honourable Member leave of the House to withdraw?

The cut motion was, by leave of the Assembly, withdrawn.

Mr. Frank R. Anthony : Sir, I beg leave of the House to withdraw my cut motion.

Mr. Chairman : Has the Honourable Member leave of the House to withdraw?

The cut motion was, by leave of the Assembly, withdrawn.

Mr. Chairman : The question is:

"That a sum not exceeding Rs. 17,95,000 be granted to the

Governor-General to defray the charges which will come in course of payment during the year ending the 31st day of March, 1949, in respect of 'Ministry of Works, Mines and Power'."

The motion was adopted.

Mr. Chairman : The question is:

"That a sum not exceeding Rs. 86,31,000 be granted to the Governor-General to defray the charges which will come in course of payment during the year ending the 31st day of March, 1949, in respect of 'Ministry of Education'."

The motion was adopted.

The Assembly then adjourned till a Quarter to Eleven of the Clock on Friday, the 12th March, 1948.

Document No. 68

STATEMENT OF POLICY BY THE HONOURABLE MINISTER FOR EDUCATION ' IN CONNECTION WITH THE CUT-MOTION ON THE BUDGET PROPOSALS FOR 1948-49 AS CIRCULATED TO HONOURABLE MEMBERS

I feel that giving a general outline of the Government's educational policy is necessary in view of the fact that this is the first Budget for a full year of free and independent India. I am, therefore, availing of this occasion to place before the Honourable Members a statement not only of schemes we have in hand and the moneys involved in their execution, but also a blue-print of our future educational edifice.

2. When the National Government was formed in August 1947, it entered into a heritage which was burdened with many encumbrances. There was no clean slate to write upon but a palimpsest on which was scrawled the marks of generations of scribes who had each his own mode and style. For 150 years, there has been in this land a government imposed from above with an attitude, a tradition and a method of work which was largely alien. The first task of the National Government was, therefore, to avoid being wallowed up by the past. It was easy to fall in line with existing tendencies and take the line of least resistance. The National Government resisted that temptation and sought to create new traditions, a new point of view and a new attitude towards our problems and their solution. I do not say that the slate has been wiped clean, for the work of generations cannot be swept away in a day. No efforts have, however, been spared for the reorientation of the policy of Government, and I hope that the House will agree that success in a large measure has been achieved.

3. I assumed charge of what was then the Department of Education on the 15th January, 1947. My task was to survey the schemes, some of which were already in operation, some just started

and others yet in the planning stage. These schemes were, however, all conceived at a time when an alien Government was in the seat of power and I had to examine what modifications were necessary in order to bring them into line with the spirit of the changed time and circumstances. I also conceived it as my duty to undertake new plans in the educational field to enable us to realise the objectives for which the Indian people have been striving for the last 60 years or more.

4. I need not dilate on the difficulties which we have had to face during the last year. There was almost from the beginning political uncertainty and the fate of the country hung in the balance. The Cabinet Mission's plan was in the melting pot and soon after there emerged the plan for a division of the country into two States. In addition, there were, as every member of the House is aware, internal stresses inside the Government itself which made it impossible for us to function as a homogeneous Cabinet and pull our full weight in advancing the interests of India.

5. It is true that after the 15th of August, most of these uncertainties were set at rest and the internal stresses within the Cabinet resolved. There were, however, new and stupendous happenings beginning with the Punjab upheavals when for full three months the Government had to suspend and hold in abeyance almost all its activities and gear the administrative machinery to one and one purpose alone, viz. the rescue of those unfortunate countrymen of ours who had been involved in this terrific catastrophe.

6. In spite of all these distractions, the Government have spared no efforts to advance the cause of education in the country. One thing which struck my notice soon after I assumed charge was that even where the Government had formulated well thought-out and beneficial schemes, the execution was so slow that no appreciable results could be expected unless the process was accelerated. I will give you one or two instances of the slowness of the Government machinery when we took over charge. It was decided to establish a Central Institute of Education full two years ago and a budget provision of its 22 lakhs was sanctioned for the purpose. It is true that lack of building material was partly responsible for failure to implement the plan, but in my opinion, this is not sufficient justification for having failed to bring the institute into existence. If necessary, a start might have been made and the institute housed in a temporary or hired building while its permanent edifice was being constructed.

7. Another example to which I must draw your attention is the scheme of basic education for the country. Both the Central and the Provincial Governments had agreed to put into effect immediately the first 5-year plan of the basic education scheme which aimed at providing free and compulsory training to all citizens between the ages of 6 and 14. I feel that the Centrally Administered Areas should have served as a model and even if there were delays elsewhere, these areas should have put the scheme into immediate effect. I regret to say that though huge files of correspondence piled up between the Central Government and the Delhi Local Administration, the work did not start.

8. I now come to schemes which has already started when I assumed charge but not in the spirit and manner that I considered necessary. The scheme of overseas scholarships was conceived in 1944 and a beginning was made during that very year. This was a most important scheme and should have been carried out according to carefully thought out plans. We should have examined what is the capacity of existing institutions in India and how far they can be quickly expanded in order to meet our requirements. Where conditions in the country demanded that students must be sent abroad, it was necessary that great care and thought should be exercised in the choice of scholars and the institutions to which they were sent. We should have considered that the exigencies of war made conditions extremely difficult in both U.K. and U.S.A. Even when war was over, 90 per cent of the seats in most of their universities and technical institutions were reserved for their own ex-service personnel. In addition, there were great difficulties with regard to housing and food for students who would go to the U.K. I am afraid that these factors were not properly weighed, and a decision was taken to send 500 students abroad every year. Two batches had already gone and the selection of a third a most completed when I assumed charge. I did not want to stop this third batch from going abroad but considered that a further survey of the entire scheme was necessary. Accordingly I appointed an Overseas Scholarship Committee which has already submitted its report and the Scientific Manpower Committee which also has submitted an interim report. In the light of their recommendations, new plans are being made and I can indicate the general policy of Government. From now on, more money will be spent on the expansion of Indian institutions and only in exceptional

circumstances will selected candidates be sent for training abroad at Government expense.

9. One of our biggest, and perhaps our most important scheme is the Basic Education Scheme for universal compulsory education. Important and valuable work was done by the Central Advisory Board of Education under the last Government. We could not, however, take their recommendations as they stood and felt that certain important modifications were necessary. According to that plan, the full implementation of the scheme would take 40 years but people of India are not prepared to wait for even half that period. I have said earlier that in my opinion the Centrally Administered Areas should serve both as a pioneer and a model, and accordingly I have set up the Delhi Provincial Education Board, and I am taking steps to see that from the 1st of July this year, the basic education plan starts operating in this area.

10. I felt that we should go ahead with the scheme in other areas of India as well. For this, however, it was necessary to get the fullest cooperation from the Provinces and the States. I, therefore, proposed an All India Educational Conference and had originally intended that this should meet in June 1947. Political uncertainties compelled postponement of this Conference twice but ultimately it was held in January 1948. I suggested to the Conference that instead of 40 years, we should aim at a target of five years for the completion of the plan and in any case see that the plan is fully executed and worked out within a period of ten years. The Conference agreed with me and unanimously resolved that steps should be taken to bring this about. There were the problems of trained teachers and finance. The Conference held that while every effort must be made to increase facilities for training teachers, we cannot wait till a sufficient number of trained teachers are available but must go ahead with existing material in the country. It was therefore proposed that there should be some kind of educational conscription for five years during which every literate man in the country would be expected to put in a period of service as a teacher of the nation. The finances involved are an additional expenditure of about Rs. 24 crores per year for the next five years. The Conference suggested that a Committee should be appointed to examine all available methods for meeting the financial requirements.

11. I have referred to the Central Institute of Education, the

establishment of which was approved two years ago. I decided that we should not wait because of shortage of building material but go ahead with the scheme with whatever housing was available. Accordingly, the Institute was started in December 1947 and is housed partly in tents and partly in a bungalow in the Cavalry Lines. I am hoping that very soon the foundation-stone of its permanent buildings will be laid.

12. I will now briefly refer to the schemes for which funds are needed during the coming year. You will find that the Tata Institute of Science was given a grant of Rs. 3.5 lakhs non-recurring and Rs. 0.5 lakh recurring in the year 1947-48. Provision for an equal amount had been made during the coming year. Provision has also been made in the budget for 1948-49 for a library of educational and cultural films which will be used to carry out the scheme of adult education. Without simultaneous drive for adult education our schemes for basic education for children of 6-14 years cannot be fully implemented.

13. Provision has also been made for the establishment of a National Museum of Art, Archaeology and Anthropology. Here the amounts provided are less than what are required. The financial stringency compelled us to slow down the rate of progress, but I trust that we will very soon be able to go ahead with the programmes at full speed.

14. You will find that provision has also been made in the budget for helping the universities in schemes of fundamental research. The importance of such fundamental research need hardly be emphasized before so responsible a body as this House. I may only add that with the same end in view, we have also provided moneys for research in Higher Polymer Physics and Chemistry at the Indian Association for the Cultivation of Science, Calcutta, and the establishment of a Power Engineering Department at the Indian Institute of Science, Bangalore.

15. Honourable Members are aware that the Central Government have a special responsibility for the development of the Central Universities, and under this head provision has been made both for implementation of the interim scheme and the execution of the post-war development plans.

16. I have referred earlier to the new policy of the Government to expand facilities for training within the country itself instead of sending scholars abroad. In pursuance of that policy, you will find in

the budget provision for improvement and development of existing technical institutions according to the recommendations of the All India Council for Technical Education. The most important projects in this respect are the establishment of the Eastern and the Western Higher Technical Institutions near Calcutta and Bombay respectively. The site for the Eastern Higher Technical Institute has already been approved and the site for the Western Higher Technical Institute has also been provisionally selected. A start has been made in regard to the recruitment of expert staff and advertisements issued simultaneously in India, U.K. and U.S.A. for recruitment of 1 Director and 8 Heads of Departments for the Eastern Institute. They will also be responsible for the planning work for the Western Institute in the initial stages. Provision has also been made for the establishment of Regional Committees for the All India Council for Technical Education.

17. There is today an extreme emphasis on development of facilities for scientific and industrial training. I, however, feel that a country like India with its age-long traditions can ignore the humanities only at the risk of jeopardising her ancient civilization and culture. Provision has, therefore been made in the budget for the reorganization of the Marris College of Hindustani Music, the establishment of a Central College of Karnatak Music in South India and, most important of all, the establishment of a National Cultural Trust. For the Marris College, a grant-in-aid of Rs. 1,45,000 was sanctioned for the year 1947-48 and an equivalent amount has been provided in the next year's budget. For the Central College of Karnatak Music an amount of Rs. 4,25,000 has been provided in the budget. The establishment of a National Cultural Trust with 3 Academies to cater for Arts, Architecture, Letters, Music, Drama and Dancing will serve to focus the artistic and cultural life of the nation in one common Centre.

18. Schemes have also been formulated for the establishment of a Training College of Physical Education and a sum of Rs. 2,10,000 provided in the budget for the purpose. Provision has also been made for a Training College for Teachers in Domestic Science in cooperation with the Lady Irwin College in New Delhi. Admission will be on an All India basis with provision of scholarships as well as maintenance in deserving cases.

19. I have referred earlier to the necessity of increasing facilities for training of teachers. The two schemes of Training College for Physical Education and for Domestic Science are meant to meet the

requirements from one point of view. For general training of teachers, in addition to the schemes already referred to, provision has been made for expanding training facilities at the Viswabharati. Training in arts and crafts, dancing and music and in basic education will be provided there.

20. Provision has also been made for the establishment of a Central Braille Press for the service of the blind. There are several other schemes which had to be either postponed or slowed down because of financial stringency. I may refer to the proposal for the establishment of a Central Institute of Foreign Languages. With India's expanding contacts with all countries of the world, the need for such an Institute is obvious. A Central Bureau of Psychology is also a pressing need but no provision could be made for it in next year's budget. The matter is, however, under consideration. Another scheme which has had to be postponed is the establishment of an Experimental School in Delhi on the lines recommended by the Central Advisory Board. I trust that after the Basic Education Plan has been put into operation, it will be found possible to revive this project. The establishment of a National Central Copyright Library as well as a Central School of Indian Architecture and Regional Planning had also to be postponed for financial reasons. I would not have, in normal circumstances, agreed to anyone of these schemes being postponed or slowed down, but on account of the extraordinary circumstances of last year and particularly the drain upon the nation's resources on account of the Punjab calamity, I have reluctantly agreed to this slowing down. I however, trust that this is purely temporary and we shall soon be able to go fullsteam ahead.

21. I have given some account of the work in hand. I may frankly say that I am not fully satisfied either with the progress achieved or the number of schemes in operation. I would, however, like the Honourable Members to remember that nothing can be done without adequate finances. I will give three further instances of the way in which extremely important work has had to be postponed or slowed down because of shortage of funds. The Honourable Members are aware that the Archaeology Department is one of the most important sources from which we get material for the "Discovery of India". It is well known that the history of India is still a wide and uncovered field, and it will be no exaggeration to say that our real history lies buried underground. Excavations on large scale are necessary to

unearth the relics of the past and reconstruct our history, but mean funds which are not at the moment available.

22. Our National Archives, formerly known as Imperial Records, are a treasurehouse for the history of last 200 years. These records must be carefully preserved for the loss of one record means that one chapter of our history has been lost. Further, once these records are lost, they can never be recovered again. Schemes for air-conditioning and use of modern scientific methods for the preservation of these documents had been planned. We had also planned the classification and arrangement of the records for facility of reference and study, but the lack of funds prevented the provision of any money this year and there is nothing in next year's budget as well.

23. The Royal Asiatic Society of Bengal is also a veritable treasurehouse of Sanskrit, Pali, Arabic, Persian and Tibetan records. The collection there is one of the richest in the world. The climate of Calcutta, however, has led to damage of many old manuscripts. It is essential that immediate steps must be taken to restore and preserve 9000 of such manuscripts. Air-conditioning is indispensable in a climate like that of Calcutta but this again means additional expenditure. I propose to appoint a Committee to report on the best methods of preservation of these records and finding necessary finances for the purpose.

24. There are also new schemes of study which are necessary, if we are to give a proper orientation to our national outlook. There must be a revision of syllabus and courses of study from the primary to the university stage. I will mention only two fields where immediate work in this connection is essential. The history of India is a proud heritage of every Indian citizen. Yet there does not exist as yet any true national history of our land. It is necessary that a history of Indian civilization and culture from the earliest times must be taken in hand at an early date. Honourable Members are also aware that Indian philosophy is one of the proudest possessions of human civilization. In our college histories of philosophy, Indian Philosophy is, however, relegated to an obscure corner. In order to get a true perspective of philosophy, it is necessary that a student should know of the great contributions of India, along with the developments which took place in Greece and modern Europe. I propose to appoint a Committee of eminent philosophers with Dr. Radhakrishnan as the Chairman to write a history of Philosophy in which due and

proper emphasis will be given to these facts. It is my intention to have a similar Committee for supervising the preparation of a history of India.

25. I would like in passing to mention that with a view to providing necessary education for the masses a new Section of Social Education has just been started in the Ministry. I need hardly remind you of Disraeli's famous saying that we must educate our masters, but to serve its real purpose, this education must be not only a teaching of the R's but an education in the structure, traditions and purposes of society.

26. I would also like to inform Honourable Members that we have just started an interesting experiment for encouraging young artists by the award of an honorarium. Six artists have been chosen this year and have been awarded a grant of Rs. 2,500 each. The grant is unconditional but given only to artists who are young, full of promise and in such financial conditions that they require State help to develop their genius. The artists were selected by a Committee of experts of established reputation.

27. I have again and again emphasized the need for providing more funds for education. I would like Honourable Members to consider the proportion of money spent by the Central Government for educational purposes. For the year 1946-47, the total Central budget was Rs. 421,35,86,000. Out of this only Rs. 1,87,13,500 were spent on Education. This represents only 0.4 per cent of the total budget. If the expenditure on Defence, Posts, Telegraphs and Railways is excluded from the budget the percentage of expenditure on Education would work out at 1.3 per cent. This represents an unhappy state of affairs and must be remedied as early as possible.

28. It is true that Education is a Provincial subject but during the present phase of the country's development, it is absolutely imperative that the Centre must take the initiative. I have already referred to the Scientific Manpower Committee. In its interim report, it has urged the necessity of the Centre taking the initiative in the provision of technical education of different grades and types throughout the country. What applies to technical education holds equally true of art, archaeology, anthropology and other specialised studies.

29. I know that generally the Treasury Benches want to avoid pressure from Honourable Members and are happy if their proposals are accepted without comment or criticism. I, however, welcome the

constructive suggestions they have made and shall be glad if they put further pressure on me and the Government to do as much as possible for a new expansion of education in this ancient land. I need hardly say that whatever be our programme for industrial, scientific, agricultural, commercial or material progress and development, none of them can be achieved without an improvement of the human material which is the basis of our national wealth. That human material is largely conditioned by the training and education which it receives. It seems to me that whether we think of defence or of food or of industries and commerce we must take every step to see that education is given the first priority among all our national requirements. If this is also the opinion of Honourable Members, and they urge upon the Government to act in that light, no one will be happier than myself, whatever may be said in criticism of the proposals or schemes that I have presented before the House.

30. I know that these schemes are not fully satisfactory. I myself would have liked to present before the House a more ambitious scheme of Educational programme and development. Conditions, were, however, against us and we had to fight against tremendous odds, unprecedented in the history of our land. I would, therefore, plead that the House, should judge us, not by the quantum of results achieved, but by the effort and strain involved in achieving them in the face of stupendous difficulties. Honourable Members are aware of the existence of these obstacles, but perhaps do not always realise their magnitude and extent. The Government have no Alladin's Lamp which can build palaces overnight and must, through days, months and years, strive to erect the edifice which all of us desire. In the words of the Persian poet:

*Mai khwahi o tund o tez wangah bisiar
Een badah farosh hast Saqi-e-Kausar nest.*

Thou desirest wine : wine that is strong and powerful –

And not only strong and powerful but in profuse and abundant measure. Rememberest thou that here is a vintner no servitor of Paradise.

31. If you remember our difficulties and also remember what has nevertheless been achieved, I feel confident that you will command the manner in which a beginning has been made. I make bold to say

that though difficulties and obstacles prevented us from completing the house, yet no obstacle, no difficulty, no diversion, no opposition could make us desist from our task. I would submit that though the house has not yet been built, foundations have been laid on true and sound lines.

The 11th March 1948.

Document No. 69

**REPLY DATED 19-3-1948 BY MAULANA AZAD
TO THE QUESTIONS ASKED IN THE
LEGISLATIVE ASSEMBLY OF INDIA**

**PLACE OF MUSIC IN PROPOSED CULTURAL TRUST OF
GOVERNMENT**

Seth Govind Das: (a) Will the Honourable Minister of Education be pleased to state whether music is proposed to be given any place in the proposed Cultural Trust of Government?

(b) Do Government propose to give any scholarships to suitable candidate for training in music?

(c) Do Government propose to organize an academy of music and dance on the lines of the Royal Academy of Music in the United Kingdom or any other country?

The Honourable Maulana Abul Kalam Azad: (a) Yes.

(b) The question will receive consideration when the proposed Indian Cultural Trust is set up.

(c) The proposed Trust will have three Academies, one of which will be for Music, Drama and Dancing.

Seth Govind Das: Will the Government consider over the desirability as far as possible of imparting training in the arts of Music, Drama, and Dance on the lines of ancient India?

The Honourable Maulana Abul Kalam Azad: Yes. This is one of the main objects of this trust.

Shri H.V. Kamath: Have the Government under consideration any scheme for imparting training in the arts of Western and Eastern Music?

The Honourable Maulana Abul Kalam Azad: This will apply to eastern music only.

**ANSWERS DATED 19-3-1948 BY MAULANA
AZAD TO THE QUESTIONS ASKED IN THE
INDIAN LEGISLATIVE ASSEMBLY**

**SCHEDULED CASTE STUDENTS SENT ABROAD ON GOVERNMENT
SCHOLARSHIP YEAR-WISE SINCE 1937**

Shrimati Dakshayani Velayudhan: (a) Will the Honourable Minister of Education be pleased to state the number of Scheduled Caste students who were sent abroad for higher studies on Government scholarship since 1937 year-wise?

(b) How many were boys and how many girls?

(c) How many of them have returned after completing their study?

(d) How many have returned before completing their course of study due to war or other reasons?

(e) Is any preference given to Scheduled Caste candidates in the selection of sending students abroad for higher studies?

The Honourable Maulana Abul Kalam Azad: (a) The total number of Scheduled Caste students so far sent for advanced studies abroad is 35. Out of these 34 were selected in 1945-46, 22 under the Scheduled Caste Scholarships Scheme and 12 under the Overseas Scholarships Scheme. The remaining one was selected in 1946-47 under the Overseas Scholarships Scheme.

(b) Two girls and thirty-three boys.

(c) Eleven.

(d) One, due to serious illness abroad.

(e) Under the Overseas Scholarships Scheme of the Government of India, the Scheduled Castes are given a proper share of scholarships according to communal ratio prescribed by the Ministry of Home Affairs for purposes of appointments to services, provided suitable candidates are forthcoming. They are thus afforded better chances, with comparatively lower merit, provided they possess the minimum qualifications which would ensure their admission in the already overcrowded foreign universities.

Shrimati Dakshayani Velayudhan: I asked the number of candidates year-wise.

Mr. Speaker: But the question is not very clear on that point.

Shrimati Dakshayani Velayudhan: The original question was all right. I do not know who made it like this.

Mr. Speaker: What does she want to know?

Shrimati Dakshayani Velayudhan: I want to know the number of students from 1937 to 1948 year-wise.

Mr. Speaker: Is it possible for the Honourable Minister to give this information?

The Honourable Maulana Abul Kalam Azad: I want notice for this.

Mr. Speaker: Is there any other question which she wants to put?

Shrimati Dakshayani Velayudhan: I wanted to know only this. But I do not know who has changed the question.

Mr. Speaker: I must refer to the original notice she sent because nobody is interested in amending it.

Shrimati Dakshayani Velayudhan: Why did they amend the question?

Mr. Speaker: Whether the question is amended or not is a matter to be verified. The Honourable Member does not know perhaps that the questions are not amended by the Executive Government. All questions that are sent by members are scrutinised by the Speaker's Office, then they are scrutinised by the Speaker himself and, if necessary, they are amended to bring them within the rules. If she has any complaint about any amendment, she should see me in my Chamber and then the matter will be verified and if there is a mistake, that will be corrected. She cannot discuss in this House what the Speaker has done.

Document No. 71

ANSWERS BY MAULANA AZAD DT. 23-3-1948 TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY REGARDING THE FOREIGN EXPERT INSTRUCTORS TO COACH INDIAN COMPETITORS FOR OLYMPIC GAMES

Shri P. Khunhiraman (on behalf of **Shri V.C. Kesava**) : Will the Honourable Minister of Education be pleased to state whether any representations regarding the necessity of engaging foreign expert instructors to coach the intending competitors for the Olympic games have been received by Government from the participants in the Olympic games held at Lucknow; and, if so, what action Government have taken in the matter?

The Honourable Maulana Abul Kalam Azad : The Government has not received any such representation. The second part of the question therefore does not arise.

Document No. 72.

**ANSWERS DATED 23-3-1948 BY MAULANA
AZAD TO THE QUESTIONS ASKED IN THE
INDIAN LEGISLATIVE ASSEMBLY**

PARTITION OF ASSETS OF PUNJAB PUBLIC LIBRARY, LAHORE

Shri Lakshminarayan Sahu: (a) Will the Honourable Minister of Education be pleased to state whether it is a fact that the Punjab Public Library at Lahore was run and maintained by the Government of Punjab?

(b) If so, has it been partitioned like other assets of other institutions of that Provincial Government?

(c) If not, do Government propose to arrange for the transfer of the Sanskrit, Hindi, and Gurmukhi sections to East Punjab?

The Honourable Maulana Abul Kalam Azad: With your permission, Sir, I propose to answer Starred Question Nos. 938-40 together. The Honourable Member's questions pertain to a subject with which the Government of the East Punjab is concerned, to whom the questions have been forwarded.

Seth Govind Das: Will any reply be received from there in this connection?

The Honourable Maulana Abul Kalam Azad: It is hoped that this would receive consideration there.

Shri Deshbandhu Gupta: May I enquire whether these questions do not relate to the Ministry of Relief and Rehabilitation?

Mr. Speaker: That is an argument and not a question asking for information.

Shri Deshbandhu Gupta: I am drawing his attention to the matter and finding out whether he has considered this aspect.

Mr. Speaker: That means argument again. What is the information that he wants?

Shri Deshbandhu Gupta: That is no information.

Mr. Speaker: That is argument.

Document No. 73

**ANSWERS DATED 23-3-1948 BY MAULANA
AZAD TO THE QUESTIONS ASKED IN THE
LEGISLATIVE ASSEMBLY**

**APPLICATIONS FOR SCHEDULED CASTE SCHOLARSHIPS FOR
1947-48**

Shri P. Kunhiraman (on behalf of **Shri V.C. Kesava Rao**): (a) Will the Honourable Minister of Education be pleased to state the total number of applications received by the Scheduled Castes Scholarship Board for scholarships from the Scheduled Caste students during the year 1947-48?

(b) How many of them were granted scholarships?

(c) Were the funds placed at the disposal of the Board adequate to meet the needs of all the applications?

(d) If not, what steps were taken to augment the amount?

The Honourable Maulana Abul Kalam Azad: (a) 1,225.

(b) 590 so far.

(c) Yes, Sir. The funds available have so far been sufficient for awarding scholarship to all the eligible candidates.

(d) The question does not arise.

Document No. 74

**ANSWERS BY MAULANA AZAD DT. 23-3-48 TO
THE QUESTIONS ASKED IN THE LEGISLATIVE
ASSEMBLY ABOUT THE INSTITUTIONS
IMPARTING EDUCATION IN MARINE
ENGINEERING**

Shri Basanta Kumar Das : Will the Honourable Minister of Education be pleased to state:

(a) What institutions are there in India for imparting education in Marine Engineering; and

(b) What steps Government propose to take for increasing the number of such institutions?

The Honourable Maulana Abul Kalam Azad: (a) The I.M.M.T.S. "Dufferin" at Bombay is the only institution in India which imparts instruction in Marine Engineering at present.

(b) The Government of India have set up a committee to enquire into the existing facilities for the training of Mercantile Marine Officers in India and to make recommendations for their expansion. The Committee's final report is still awaited but the Committee in its interim report have recently recommended that the Government of India should set up as soon as possible a Nautical and Engineering College. The recommendation of the Committee is under the active consideration of the Government of India.

Naval Architecture and Marine Engineering is one of the subjects instruction in which up to the degree standard will be imparted at the proposed Western Higher Technical Institution to be located near Bombay.

Shri Basanta Kumar Das : How many students generally come out of that institution?

The Honourable Maulana Abul Kalam Azad: I would require notice for this. I cannot answer at the moment.

Shri Satis Chandra Samanta : When was the Committee formed?

The Honourable Maulana Abul Kalam Azad: I cannot say exactly the time and date when the Committee was appointed, but probably it was constituted about 2 or 3 months ago.

Document No. 75

**LETTER FROM DR. RAJENDRA PRASAD TO
MAULANA AZAD**

Camp: Bajajwadi, Wardha

27th March, 1948

My dear Maulana Sahab,

After the telephone talk I had with you the other day, I had requested Shri Krishna Ballabh Babu to come and see me here in connection with the Zamindari Acquisition Bill in Bihar and he came here to see me today. The present position is this. The Bill which was introduced in the Assembly some months ago was referred to the Select Committee and the Select Committee made its report some time ago. The report of the Select Committee was presented to the Assembly on the 28th February. The third reading of the Bill will begin on the 30th March and the clauses of the Bill will be considered one after another. The Assembly will, it is expected, pass the Bill in a few days after the 30th. The question is whether at this stage the Ministry can postpone consideration of the Bill. There is a strong feeling amongst the members, as also among the public at large, that further progress of the Bill should not be delayed. The Central Parliamentary Board had on a previous occasion convened a meeting of the Revenue Ministers from the various Provinces, and although I had not then taken over charge as the President, I presided over the Conference which you also were good enough to attend for some time. The decision of the Conference was that the Bills should be proceeded with and it was after the Conference that the Select Committee in Bihar sat and with certain amendments prepared its report. So much about the position.

As regards the merits of the Bill, I suppose everybody now accepts the position that zamindari should be abolished and even the zamindars, more or less, have reconciled themselves to it. The only question is about the compensation and the method of paying it. The Bihar Bill has made provision for payment of compensation. The

total amount of it, it is calculated, will come to something like 130 crores, may be even 140 crores. That has to be paid partly in cash and partly in bonds which will be negotiable and bear interest at $2\frac{1}{2}\%$ per annum. As far as I can judge, the Bihar Government has got no cash nor, I am afraid, will it be able to get any cash assistance from the Government of India unless you all could persuade the Finance Minister. On the face of it, it is rather hard on the bigger zamindars that they should get three times their net income as compensation. The net income is arrived at by making certain reductions on account of revenue and collection charges, etc., etc., which comes nearly to about 50% of their gross revenue so that the compensation in their case will come only to $1\frac{1}{2}$ times their present gross collections. The Select Committee made certain changes which favoured the smaller landlords whose scale of compensation has been increased and who have got also a large concession by being allowed to split up their income as members of a joint family and thus bring the income of each member of the family within the scale which pay a higher rate of compensation. This has, on the one hand, added considerably to the Government's liability and added the same amount to the compensation which will be payable to the smaller zamindars. Thus, according to the previous calculation, when the rate payable was lower in the case of the smaller zamindars and the splitting of their incomes was not allowed, the total compensation payable was calculated to be something like 63 or 64 crores. As a result of this Select Committee's amendment, the compensation payable has become more than double and is now calculated to be something between 130 and 140 crores. All this increase will go to zamindars whose income is below 4 lakhs and they will also get something additional from what is taken away from those whose income is more than 4 lakhs, because the minimum payable before was five times the net revenue on incomes of over 50,000. Now it has been reduced to 3 times on incomes of over 4 lakhs, while the compensation payable on incomes between 50,000 and 4 lakhs varies between 7 times and 3 times. The net result of the Select Committee's report has been that the smaller landlords have good reason to be satisfied, but the bigger landlords have no reason to become more dissatisfied than they were before. But, the number of zamindars who will come in the category of zamindars having more than 4 lakhs on which only 3 times will be paid as compensation will be very small. They will practically be only the six States of Darbhanga, Bettiah, Dumraon,

Hathua, Ramgarh and Ratu which would be hit. According to the Bill, as reported by the Select Committee, the total compensation payable to these six States will come to something like 2 crores and 31 lakhs roughly.

I think the Maharaja of Darbhanaga is still there. If you could have a talk with him in the presence of the Revenue Minister, perhaps some way could be found without postponing the Bill to give these six landlords some satisfaction. So far as I can judge, if they are thinking of having the Bill altogether dropped, that will not be possible either for the Ministry or for any of us to do. So the only relief that they can get can be about the compensation. The bill has tried to give higher compensation to the smaller people and the amount will be distributed amongst a large number of smaller zamindars.

At one stage the Select Committee had resolved to fix a ceiling and not to allow more than 25 lakhs as compensation to anyone whatever his income from his zamindari might be. When Sardar went to Patna, he objected to the ceiling put, and so that ceiling has been dropped. If that had remained, the Maharaja of Darbhanaga, whose net income came to, say, 25 or 30 lakhs a year, could not have got more than 25 lakhs as compensation. The bill, as it now stands, will give 75 lakhs or 90 lakhs according as his net income is found to be 25 or 30 lakhs. Similarly, the other five zamindars will also get larger amount than what they would have got if the ceiling of 25 lakhs had been maintained. I am mentioning all these points for your consideration, so that in the course of conversation, you may be able to point out what has been done so far.

I received a telegram from the Maharaja of Darbhanga two or three days ago in which he complained that another Bill was going to be introduced raising the rate of agricultural income-tax. The Bill has not yet been introduced, but it has been published and is likely to be introduced in April. The effect of this Bill is likely to be to raise the Government's revenue from the agricultural income-tax from 30 lakhs to near about 50 lakhs, that is to say, an additional 15 to 20 lakhs. You might talk about this matter also with Krishna Ballabh Babu.

Yours sincerely,
Rajendra Prasad

P.S. There is another aspect of the acquisition of zamindari

problems which requires to be considered from the point of view of the Government. I understand from Krishna Ballabh Babu that he has in mind a plan to pay up the amount on account of compensation at present in negotiable bonds carrying interest at $2\frac{1}{2}\%$ per annum. The Government will go on paying as also a portion of the principal due on the bonds each year and will thus pay up both principal and interest in 30 years. Interest on 130 crores will be $3\frac{1}{4}$ crores and if, say, about three crores are paid every year towards principal, the Government will have to pay about 6 crores. Government expenses on account of collection etc. will be about another 3 crores per year. Thus the Government will, within six months of the Act coming into force, incur an annual liability of at least nine crores. They calculate that the rent and other incomes derived from all zamindaris in Bihar comes to about 16 crores a year and they calculate that the Government will be making a profit of 6 or 7 crores a year after meeting the interest and sinking fund charges and renting the cost of collection etc. This calculation is based on the assumption that there will be no reduction in the rent payable by tenants for at least thirty years, that the rent payable by tenants will be realised from year to year without fail, that there will be no demand on the part of the tenants for reduction of rent or for remissions on account of bad seasons as in ryotwari areas where partial or total remission is allowed for various reasons. My fear is that all these assumptions are wrong. There will be a very strong demand on the part of the tenants not only for reduction of rent but for a total abolition of rent and the Government will not be able to resist it. The Economic Committee of the All India Congress Committee recommended and the A.I.C.C. at its last meeting accepted the recommendation that rent should be abolished and should be replaced by agricultural income-tax. That means that no agriculturist will be required to pay rent, but he will have to pay income-tax like other people having income from other sources. People with small incomes are exempted from the tax. If the present rates of exemption of 2,000 is allowed to agriculturists also as is done to others, then all agriculturists, whose net income is less than 2,000 a year will be free from income-tax also. My idea is that nearly 95 per cent of the agriculturists of Bihar have net income of less than 2,000 a year and thus 95 per cent of the agriculturists will be free from the tax. If this is accepted and rent is abolished, the Government will get a very small amount from agricultural income-tax which will not be able to pay even one-fifth of the interest and principal on the bonds

every year. It will be a very serious matter of any Government to issue bonds which it will not be able to redeem. I do not think the Provincial Government has any other source of income to meet this heavy liability of 6 crores a year. After the A.I.C.C. resolution I do not think the Provincial Government will be able to resist the demand for abolition of rent. This applies to all Provinces where there is zamindari, and has to be considered. I do not consider it right or honest to take away the zamindaris today on the promise that compensation will be paid, and then after a short time to turn round and say that because rent is being abolished, the compensation which had been promised at the time of the acquisition cannot be paid. I have always apprehended that the Government will find it most difficult in the present atmosphere to realise the whole amount of rent. Many zamindars are unable to realise it now. The tenants will not easily pay to the Government and its coercive process for realisation will make the demand for abolition more urgent.

The Bihar Bill lays down that all zamindaris will automatically be acquired in six months of the Act coming into force, and the zamindar will be eliminated. The tenant will not get remission or reduction in rent. In fact there is no programme yet ready for giving any kind of relief to the tenant. The only change, so far as the tenant's position is concerned, is that instead of paying the same rent to the zamindar or his tahsildar, he will have to pay it to the Government tahsildar who can enforce payment without going to court by the simple method of issuing a certificate. My fear is that there will be great discontent almost immediately against the Government which cleverer among the idle zamindars will instigate and encourage. This will make realisation progressively more difficult and resistance to abolition of rent impossible.

I have added this long postscript as the question affects not only Bihar but all other Provinces where zamindari has to be abolished like the U.P., Bengal, and the C.P. where no Bill has yet been introduced, and Madras where a Bill is being considered at present by a Select Committee.

Rajendra Prasad

28-3-48

Hon'ble Maulana Abul Kalam Azad
19, Akbar Road, New Delhi.

Document No. 76

ANSWERS BY MAULANA AZAD IN THE LEGISLATIVE ASSEMBLY DATED 28-3-1948 TO THE QUESTION ASKED REGARDING THE TRAINING OF STUDENTS AS TECHNICIANS

Mr. R.K. Sidhva : (a) Will the Honourable Minister of Education be please to state whether Government have revised the policy, as stated in the last budget session, for training of students as technicians in foreign countries?

(b) If so, what are the details?

(c) Have Government considered the necessity of giving such students practical training in workshops and not merely theoretical training?

(d) When is the scheme likely to materialise?

The Honourable Maulana Abul Kalam Azad:

(a) The matter is under consideration in the light of the Final Report of the Roy Committee appointed to examine the Overseas Scholarships Scheme in all its aspects and a decision is expected shortly.

(b) to (d) Do not arise at this stage.

Mr. R.K. Sidhva : What are the recommendations of the Committee?

The Honourable Maulana Abul Kalam Azad: I have already stated in reply to the question, Government are considering the recommendations of this committee and final decision is likely to be arrived at very soon. If the honourable member wants to know its basic recommendations, I can only say at the moment that a major portion of the amount which was previously spent on the old scheme should now be utilized on the public institutions, and a comparatively smaller amount should be spent on sending the scholars abroad.

Mr. R.K. Sidhva : Will this scheme after it is finalized be circulated to the members?

The Honourable Maulana Abul Kalam Azad : The general practice is that whatever decision is arrived at by the Government, it is announced to the public at the proper time. Similar action will be taken in regard to this scheme.

Shri Gopikrishna Vijayavargiya : Will the Honourable Minister please state whether in view of the fact that India is observing a neutral foreign policy with America and Russia, and wants to derive benefit from both the countries, will Government arrange to send students to Russia for training?

The Honourable Maulana Abul Kalam Azad : Yes. First of all the subjects for the training of which we have to send scholars abroad will have to be decided. If any of these subjects necessitate that scholars should be sent to Russia, then arrangements will surely be made in this direction.

Shri Ajit Prasad Jain : Will the Honourable Minister please state the amount that the Government are spending on this scheme.

The Honourable Maulana Abul Kalam Azad : I cannot quote complete figures at the moment.

Shri Mahavir Tyagi : Are any recommendations called for from the Governments of Provinces and States in regard to the selection of students who are sent abroad?

The Honourable Maulana Abul Kalam Azad : The old scheme had been designed in such a manner that some scholars were sent by the Central Government and some by the Provincial Governments. The Provincial Governments used to make recommendations in respect of the scholars sent by them, and the central Government used to set up a Selection Board for selecting its scholars. No such quota was fixed for the Provinces.

Shri Mahavir Tyagi : Do Government provide any facilities of employment to the scholars who return from abroad after training?

The Honourable Maulana Abul Kalam Azad : Rules were prescribed in this respect. But I will frankly say that no proper arrangement was made in this direction in the old scheme. Difficulties, are however, being experienced in finding employment for those persons who have returned after completion of their studies.

**ANSWERS DATED 31-3-1948 BY MAULANA
AZAD TO THE QUESTIONS ASKED IN THE
INDIAN LEGISLATIVE ASSEMBLY**

POST-WAR SCHEME OF EDUCATION ON ALL-INDIA BASIS

Shri Kishori Mohan Tripathi: (a) Will the Honourable Minister of Education be pleased to state whether any post-war scheme of education on an all-India basis has been drawn up either by the Government of India or by the Government of India and the Governments of the different Provinces jointly?

(b) If so, what are the salient features of the scheme?

(c) If not, do Government propose to draw up such a scheme?

The Honourable Maulana Abul Kalam Azad: (a) Yes. A scheme on post-war education on an all-India basis was drawn up by the Central Advisory Board of Education in January, 1944, main recommendations of which are contained in their Report on Post-war Educational Development in India, popularly known as Sargent Report. These recommendations have been generally accepted by the Government of India and the Provincial Governments.

(b) The Honourable Member may please refer to a copy of the Sargent Report which is available in the Library of the Assembly.

(c) Does not arise.

Shri Kishori Mohan Tripathi: Will the Honourable Minister be pleased to state what steps Government have taken by now to implement that scheme?

The Honourable Maulana Abul Kalam Azad: A meeting of the Central Advisory Board was held in January last, and an all India Conference was also convened for this very purpose. Many schemes were considered in this connection and committees have been set up. The Government is trying to push forward the matter with great speed.

Maulana Hasrat Mohani: Is the Honourable Minister for Education aware of the fact that most of the Provincial Governments

are acting quite contrary to the rules framed by the Central Ad Board? For example, the U.P. Government are not respecting the right of every person to obtain his education in his mother tongue.

Mr. Speaker: What is it that the Honourable Member wants to know?

Maulana Hasrat Mohani: I want to know whether it is a fact that some of the Provincial Governments altogether ignore the directions given by the Advisory Council.

The Honourable Maulana Abul Kalam Azad: The question does not arise.

Mr. Speaker: It is not necessary to answer this question. It is only the opinion of the Honourable Member.

Shri S.V. Krishnamurthy Rao: May I know whether these films will be prepared and supplied to the principal linguistic areas in India .

Mr. Speaker: This question does not relate to films. It refers to the Sargent Report.

An Honourable Member: That question comes later on.

Shri S.V. Krishnamurthy Rao: I am sorry, Sir.

Document No. 78

ANSWERS DATED 31-3-1948 BY MAULANA ABUL KALAM AZAD TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY OF INDIA

HELP TO REFUGEE STUDENTS IN RESPECT OF EXAMINATIONS

Shri Kishori Mohan Tripathi: Will the Honourable Minister of Education be pleased to state as to how Government propose to help the refugee students in regard to their examinations in view of the fact that those who have come over to India from Pakistan area may not be in a position to appear at their prescribed examinations ensuing shortly?

The Honourable Maulana Abul Kalam Azad: The Government of India requested all the Provincial Governments and the Indian Universities to afford all facilities to students migrating from the Western Pakistan in connection with their examinations. Statements indicating the concessions given by the Universities of the East Punjab and Bombay, which are the main Universities concerned, are laid on the table of the House.

Statement I

Indicating the concessions given by the East Punjab University to students migrating from the Western Pakistan

The following concessions were extended to refugee students who had to appear in various University examinations to be held in 1947, but who could not take their examinations as a whole or in part owing to the communal disturbances :

(1) They were given the option to put in ten weeks' approved social service at the completion of which they would be eligible for the certificate or degree for which they were studying.

(2) In case any student could not or did not put in social service, he could join the next higher class by taking a qualifying test held by every college in the East Punjab including the Camp College in New Delhi.

Note: While concession 1 above applied to Matriculation, Intermediate (Arts and Science), Degree (Arts and Science) students, concessions 2 applied to Matriculation, Intermediate (Arts and Science) students only. Failing 1 and 2 above, students could take the East Punjab University Emergency Examination which was held according to the following schedule:

Matriculation	February, 1948
Intermediate	January, 1948
Degree	February, 1948
M.A.	Commencing on 5th April
M.L.	19th March, 1948
B.T.	29th March, 1948
O.T.	1st April, 1948

(These examinations in normal course would have been held during the period August to September, 1947 by the Old Punjab University). The East Punjab University came into existence on the 1st October, 1947 by an Ordinance and this University announced that the above examinations would be held in December, 1947, but later on changed its decision in view of the difficulties of students.

(4) Concessions to students appearing in examination scheduled to be held in September-October, 1948:

Matriculation, F.A. and B.A. students were given the option to put in ten week's approved social service and thus secure exemption in any one subject only. Besides, on production of evidence that a candidate had passed in one or more papers in any examination held by the Punjab University in Lahore in 1947, he was exempted from appearing in those papers and was allowed to complete the examination by appearing in the remaining papers.

Statement II

Indicating the concessions given by the Bombay University to students migrating from the Western Pakistan

Copy of University of Bombay Circular No. MI of 1948

With a view to clarifying the position arising out of the decision of the University (*vide* Circular No. M-13315/1947) to grant facilities

to students who have migrated from Sind (the Punjab and other provinces) on account of disturbances, panic or fear and who are eligible to appear at the Matriculation Examination in the ordinary course, it is hereby brought to the notice of the Heads of recognised schools and the general public that the procedure for admission to the examination will be as under:

- (i) Students or ex-students who have migrated from Sind to the Province of Bombay, and have joined a recognised school will be treated as regular students of the school concerned, and will be admitted as such to the examination.
- (ii) Students or ex-students who have migrated from Sind to the Province of Bombay, but have not joined any school, will be required to forward their applications, with the accompaniments mentioned in (iii) below, for admission to the examination through the Head of a recognised school. The Head of the recognised school whom the student approaches with a request to forward the application shall be entitled to charge the fee of Re. 1.
- (iii) Students or ex-students who have migrated from Sind to other places outside the territorial jurisdiction of the University, will be admitted to the examination direct, if found eligible, on production of the Leaving Certificate of the last recognised school attended by them or in its absence an affidavit made by the student, if major, *i.e.*, over 18 years, the guardian of the student (if below 18) or before a magistrate or a J.P. giving particulars regarding the name of the school last attended, the number of days of attendance in the Matriculation class and the date of birth. The Leaving Certificate or the affidavit shall be attached to the application. It will not be returned under any circumstances. The form of application for admission to the examination and also the fee receipt should preferably be signed in the presence of the person before whom the affidavit is made.
- (iv) Ex-students who have joined a school in Sind subsequent to their failure at the last Matriculation Examination and have migrated subsequently will also be admitted to the examination as ex-students falling under categories (ii) or (iii) above, despite the fact that they have lost all the rights

of an ex-student since joining a recognised school after their failure under O-156H. Similarly, students who were not sent up last year, but were otherwise eligible, will be admitted to the examination as specified above whether they have joined or not joined a school in Sind during the current academic year.

- (v) Students migrating from places other than Sind on account of disturbances, panic or fear will be admitted to the examination as regular students only; such students will not be admitted direct to the examination, though in their cases also the condition regarding minimum attendance for a period of 100 days as laid down in S-202 will be waived, and they will be admitted if they keep an attendance of 50 days in a school recognised by this University.
- (vi) Students studying in schools recognised by the University of Sind will not be generally considered eligible for admission to the Matriculation examination of this University, except that those who had left the schools in Sind and have not been able to migrate will be admitted to the examination as laid down in (iii) above.

2. All students who are not eligible for admission to the examination as regular students or ex-students, will be classified as Private candidates. Further, the cases of those regular students who have not been able to keep the attendance prescribed by S-202 will be governed by the foot-note to S-202 in the matter of the condonation of deficiency in attendance and Headmasters are requested to forward cases, if any, to the University for consideration without delay. Headmasters of recognised schools are further requested to insist on a student producing the Leaving Certificate of the recognised school last attended by him or in its absence an affidavit as indicated in clause (iii) above and satisfy themselves that the student is eligible for admission to the examination as laid down and that he has (i) attended a recognised school in Sind for at least 50 days prior to migration; and (ii) has migrated owing to disturbances, panic or fear.

3. Students who apply direct are advised to send the application forms duly filled in with accompaniments as in (iii) above by Registered Post (with acknowledgement due if a receipt is desired). The amount of the fee of Rs. 15 should be sent by Money Order and the necessary

particulars regarding the name, the address and the name of the examination, the languages offered under O-158 and the centre must be supplied in the Money Order coupon. Otherwise the Money Order is likely to be refused. The Money Orders and the letters must be addressed to the Registrar, University of Bombay, Matriculation Department, Bombay 1, to avoid delay. Applications in person will not be accepted, nor will any correspondence in the matter of receipt of applications be attended to.

4. In every case where the admission is granted on the strength of evidence other than the Leaving Certificate of the recognised school last attended, the admission will be deemed provisional and is liable to be cancelled unless confirmed later on by the production of the requisite Leaving Certificate of the recognised school last attended. In all such cases no claim for refund of fees will be admissible, and the candidate concerned will not be entitled to receive the pass certificate if he passes the examination or to any right to appear after failure at any subsequent examination of the University on the more strength of his name being included in the list of candidates appearing at the examination till the confirmation of his admission to the examination.

5. The last date of receipt of applications is Monday, the 19th January, 1948 and the examination is due to commence on Monday, the 15th March, 1948 according to the programme that will be notified in the Bombay Government Gazette in due course. The Seat Numbers of candidates appearing at the examination will be exhibited at the centres concerned one week before the commencement of the examination and candidates are advised to make their own arrangements for ascertaining their seat numbers and the detailed programme of the examination. Queries on these subject from candidates will not be attended to.

6. Those candidates who offer Sindhi as one of the languages under O-158 as also those who require the passage in Sindhi for translation into English in the paper in General English will be required to appear at Bombay or Dadar centres only, as it is not possible to offer them these facilities at other centres. Candidates at any centre will be at liberty to answer questions in Sindhi in papers where the option to answer in the candidates mother-language is allowed.

7. The examination will be held at the centres shown in Circular

No. M-29, dated 16th December, 1947. Students offering a particular language will be allowed to appear only at the centres mentioned against that language in Appendix F (Blue Booklet) and at no other centre.

(Sd.) S.R. DONGERKERY

University Registrar

Bombay, 7th January, 1948

Shri Kishori Mohan Tripathi: Is it that the scope of these concessions is limited to people coming from Western Pakistan only or those coming from Eastern Pakistan can also avail themselves of these concessions?

The Honourable Maulana Abul Kalam Azad: This question arose mainly in connection with students coming from Western Pakistan. The Governments of the East Punjab and Bombay have made arrangements in this connection.

Seth Govind Das: Is it within the knowledge of the Honourable Minister that students have not only come from Western Pakistan but from Eastern Pakistan also? What is being done about their examinations?

The Honourable Maulana Abul Kalam Azad: So far as I know West Bengal Government have made necessary arrangements in this connection, and they are still doing so.

Document No. 79

**ANSWERS DATED 31-3-1948 BY MAULANA AZAD TO
THE QUESTIONS ASKED IN THE CONSTITUENT
ASSEMBLY OF INDIA (LEGISLATIVE)**

**ABOLITION OF CAMBRIDGE CERTIFICATE OF EXAMINATION
FOR STUDENTS IN INDIAN SCHOOLS**

Seth Govind Das: (a) Will the Honourable Minister of Education be pleased to state whether it is a fact that the examination of certain schools in this country is held under foreign Universities, such as Cambridge University?

(b) If so, do Government propose to abolish such examinations and how much time will it take to do so?

The Honourable Maulana Abul Kalam Azad: (a) Yes.

(b) The Cambridge Certificate Examinations referred to by the Honourable Member are mostly taken advantage of by Anglo-Indian Schools. Their future is at present under consideration.

Seth Govind Das: Are the Government aware that the medium of instruction in our schools is English in these days, and that the Anglo-Indian students do not know Indian languages. What are the steps the Government propose to take to impart education to the Anglo-Indians in the Indian languages?

The Honourable Maulana Abul Kalam Azad: In this connection, Government have decided that the line of policy to be adopted in future will have to be followed by the schools of all communities.

Document No. 80

**LETTER FROM MAULANA AZAD TO
DR. RAJENDRA PRASAD**

1 April, 1948

My dear Rajendra Babu,

Krishna Ballabh Sahay was here and gave me your letter. I do not know what really the matter is. But Sardar Patel, Maharaja of Darbhanga and Sultan Ahmed – all three of them – had told me that a deputation had called on you and you had promised them that they would be given a chance to clarify their point of view as regards the Bihar Zamindari Bill. If it is really so, they should be given a chance.

You are right in your view that it would be going against popular opinion to stall the Bill now. This should be passed in the Assembly. Krishna Ballabh Sahay was informed accordingly. But there is no harm if, at an opportune time, the deputation of the Bihar Zamindars is given a chance to finally express its views. Krishna Ballabh Sahay had agreed that they may come on 5 April and be heard. But perhaps this date will not be suitable as you may not be able to find time at such short notice. But some date in the 2nd or 3rd week of April, as may suit you, can be fixed. Hope you are perfect all right. Twice I tried to speak to you over the telephone but probably you were not at home.

Abul Kalam Azad

Document No. 81

MAULANA AZAD'S PRESS CONFERENCE IN NEW DELHI ON MAY 31, 1948

Some time ago I made an announcement that a section of Social Education has been opened in the Ministry of Education. This Section is concerned with the preparation of plans for imparting social education to the Indian people. With the introduction of adult franchise the necessity of such education has become even more pressing than before. It is necessary that I should explain to the public the scope and purpose of the programme that we have taken in hand.

There is at present a great deal of confusion about the meaning of the terms Social Education, Social Welfare and Adult Education. In order to remove this the concept of social education must be clearly defined so that we may go ahead with the programmes that have been accepted in this Ministry.

At the outset, let me make it clear that social education is not merely a study of Sociology. Sociology is the science of social phenomena and in its wider meaning covers advanced studies like Economics, Politics, Anthropology, Jurisprudence, etc. Sociology is a branch of theoretic knowledge which systematises a certain type of facts and tries to establish the laws of social inter-actions, relations and developments. By social education is meant something which has an immediately practical bearing.

Nor is social education synonymous with social welfare. Social welfare is primarily an activity directed towards the removal of the many disabilities and evils from which individuals or groups suffer under existing social conditions; thus, the provision of amenities for labour class population or work among drug addicts or attempts to enforce social hygiene are examples of social welfare work. Social education may lead to such activities but must not be confused with them.

Social education may therefore be defined as a course of study towards the production of a consciousness of citizenship among the people and the promotion of social solidarity among them. For this, it is obvious that there must be some knowledge of social conditions,

but it is not necessary to have detailed acquaintance with sociological laws which the study of Economics or Politics requires. Its affinity with adult education is more immediate. We may say that adult education has three aspects, namely, (a) the induction of literacy among grown-up illiterates, (b) the production of an educated mind in the masses in the absence of literary education, (c) the inculcation of a lively sense of rights and duties of citizenship, both as individuals and as members of a mighty nation. We may say that social education is synonymous with adult education, but lays more emphasis upon the two latter aspects of education.

For developing a sense of citizenship and producing an educated mind, the following seem essential:

- (a) Every citizen must know the meaning of citizenship and the way democracy functions. He should have not only some knowledge of the history and geography of the country but also of its social conditions. In order to fulfil his duties as a citizen, he must also have some acquaintance with the working of the State. With the introduction of adult franchise, it is imperative for every voter to know the meaning of the vote. He should be instructed that in parliamentary democracy, the government is responsible to him, and his vote therefore is not merely a valuable right but also a great obligation. Much of the necessary knowledge in such matters can be imparted by verbal methods. In the case of illiterate adults it is obvious that the emphasis must be on the spoken word rather than on written texts.
- (b) There must also be instruction in the laws of personal and public health. True citizenship implies knowledge of and respect for the laws which govern the health of the community. At present, in India, there is often emphasis on certain rituals of personal cleanliness, accompanied by colossal ignorance of and indifference to the laws of social health. One of the main purposes of social education must be to train people in clean and healthy living. This will involve information about ventilation and accommodation in houses, disposal of refuse, some rudimentary ideas of drainage and consideration for the convenience of neighbours and other members of the public.

- (c) Social education must also mean the imparting of such information to the people as will enable them to effect some improvement in their economic status. This is necessary not only to rouse an interest among the adult illiterates in the course of study but also from the point of view of the community itself. It is obvious that adults will take a more immediate and active interest in anything which promises improvement in their economic status. Arrangements will therefore be made for training in a craft or the introduction of better techniques in existing crafts, and for improving general efficiency of the men.
- (d) Social education, involving as it does the improvement of bodily and mental health, cannot ignore the proper training and refinement of the emotions. Art and literature are the instruments of this training. Folk music, drama, dance, poetry and recreative activities must be included in a scheme of social education.
- (e) Social education should also contain an element of instruction in a universal ethic, with special emphasis upon the necessity of toleration of one another's differences in a democracy. In a way, this will be included in the course of training under (a), but, in addition, there should be a special attention devoted to the inculcation of tolerance, mutual appreciation and universal principles of right conduct.

A comprehensive programme of education on these lines will have to be undertaken for the whole of the Indian Union. We cannot, however, overlook that there are financial and other difficulties which make the execution of such a plan extremely difficult. I feel that we should therefore start the experiment in some selected area and, as we gather experience, extend the scope of our programme to other areas. Since it has been decided to start the programme of basic education in Delhi Province from the 1st of July, I propose that the scheme of social education should also first be tried out there. The fact that Delhi is a small province and is also directly administered by the Central Government will make it easier to carry out the experiment in this area.

It is necessary that the basic school buildings and staff should be utilised to the fullest possible extent by serving as schools for children in the morning, adolescent schools and clubs for young people in the

afternoon and education centres for adults in the evening. Our programme cannot be completely successful unless the basic schools sponsored by the Government are also centres for the life of the entire village community. It will be necessary to provide a fair proportion of games and group activities for the adolescents as otherwise their interest in instruction is likely to flag. Similarly in the case of adults, the emphasis will be more on social education than on mere literacy, and this will be imparted through visual, aural and oral methods.

The importance of adequate methods of visual and aural education for adolescents and adults need not be stressed. The Government of India intend to encourage the production of folk drama and rural plays by the villagers themselves. Prizes for the purpose may be given from time to time and competitions held between different villages or local units. Films can also play a great part in teaching the lessons of citizenship, social responsibility, personal health, public hygiene, physical drill and other matters of immediate benefit to the community. The radio is also a powerful instrument of aural education, and I have under consideration plans for full utilisation of both the films and the radio.

I need hardly say that all our educational programme will ultimately depend upon the proper education of women. If women take to education, more than half of our problems will be solved. Educated mothers will mean children who can be easily made literate. From the point of view of expense and management, it would have been simplest if men and women could be taught through the same agencies. I know, however, that the existing conditions in India will not permit this. At the same time our finances will not allow a complete duplication of the whole apparatus for teaching men and women separately. I would therefore suggest that for the basic schools, that is, for children between the ages of 6 and 11, the institutions might be co-educational. For the adolescents, the solution is to set apart certain days in the week for girls and boys. I would suggest that three days in the week may be reserved for girls when the school centres will be entirely at their disposal. For grown-up women, we may reserve two days in the week for a similar purpose. I know that this is not a perfect solution but in the existing conditions I feel that in this way alone we can meet the demand for the necessary social education to be given to adolescent girls and grown-up women within the limitations of our financial and other resources.

The programme of universal education for Delhi will therefore be as follows:

The programme of universal education for Delhi will therefore be as follows

- (1) The village school will be a centre not only of instruction but also of sports and recreation for the entire village.
- (2) Separate time will be allotted to children, adolescents and grown-ups.
- (3) Certain days in the week will be reserved exclusively for girls and women.
- (4) A number of motor vans fitted with projects and loud-speakers are now being secured; these will visit the village school when film and magic lantern shows will be given and recorded talks played. It is proposed that each school will be visited at least once a week.
- (5) Schools will be provided with radio sets and arrangements made for broadcasting special programmes for school children, adolescents and grown-up people in the light of the scheme of social education sketched above. About 140 sets have already been provided by the Ministry of Information and Broadcasting, and it is proposed to supply the balance of 150 radio sets as early as possible.
- (6) Popular drama will be organised in the school and from time to time prizes given for the best plays produced.
- (7) There will be provision for teaching national and community songs.
- (8) Arrangements will be made for simple instruction to be given in some craft or industry suited to the locality.
- (9) Lectures will be arranged in co-operation with the Ministries of Health, Agriculture and Labour to instruct villagers in the simple laws of social hygiene, methods of agriculture, cottage industries and co-operative activities.
- (10) In co-operation with the Ministry of Information and Broadcasting, suitable films and slides will be shown from time to time. Arrangements will also be made for visits of public men from time to time to speak to the villagers on problems of national importance and the help and assistance of public bodies interested in constructive work will be welcomed to give effect to the programme of social education.

- (11) Arrangements will be made for organising group games and competitions will be held from time to time between different schools and villages.
- (12) Exhibitions and fairs and excursion will be organised from time to time.

Document No. 82
LETTER FROM MAULANA AZAD TO
DR. RAJENDRA PRASAD

New Delhi
2nd July, 1948

My dear Rajendra Prasad,

Reference your D.O. letter dated the 25th June 1948 regarding Gurukul Vishwavidyalaya, Kangri. I know that this institution was started about 48 years ago and in spite of the fact that the then Government of India did not help it in any way, it has been carrying on its work uninterruptedly. It did not ask for help from a foreign Government and now naturally it has approached this Ministry for aid. You can well imagine that my sympathies are with this institution and other institutions of like character.

2. The Gurukul Vishwavidyalaya, Kangri, has, as intimated to us, an anticipated deficit of Rs. 1,19,826 for the year 1948-49. In order to help it to bridge the anticipated deficit and in recognition of the past services of this institution, this Ministry has proposed a grant for Rs. 25,000. The file in question is being sent to the Ministry of Finance for its concurrence. This amount will be granted to the institution after the Ministry of Finance has concurred in our proposal.

3. Besides the above, the institution has applied for the following:
- (a) A capital grant of Rs. 5 lakhs and a recurring grant of Rs. 2 lakhs for strengthening the existing departments;
 - (b) a grant of Rs. 10 lakhs for land, building and equipment of a proposed College of Technology.

For the above grants it is necessary that the schemes should be examined by the University Grants Committee and the All India Council of Technical Education, and for this purpose the institution will have to submit an application for a grant along with a copy of their annual report and an audited statement of accounts for the past year. The Ministry of Education will take the necessary action in this

matter. But as regards the grants, they will be considered by this Ministry only when they have been examined and recommended by the above two Committees.

4. Needless to say that you can count on my sympathy with all the aspirations of our national universities which in spite of their adverse circumstances somehow pulled themselves on and are now naturally looking to us for help and support.

Yours sincerely,
A.K. Azad

The Hon'ble Dr. Rajendra Prasad
1, Queen Victoria Road, New Delhi.

Document No. 83

**TELEGRAM FROM BASANTALALL MURARKA TO
MAULANA ABUL KALAM AZAD**

Calcutta

27 July, 1948,

MAULANA ABUL KALAM AZAD
SECRETARIAT
NEW DELHI

...OF 180 APPLICATIONS 149 ACCEPTED DESPITE OUR VIGOROUS
PROTEST AND OPPOSITION WEST BENGAL. PISEESEE SWAMPED
BY EAST BENGAL DELEGATES WHO HAVE NO CONSTITUENCIES
HERE PRAY IMMEDIATE INTERVENTION STOP SUGGEST
PERMANENT SINDH ANALOGY EAST BENGAL DELEGATES MUST
HAVE NO VOTING RIGHT PENDING APPEAL AND FINAL DECISION
STAY BIPISEESEE ELECTION.

BASANTALALL MURARKA

Document No. 84

**LETTER FROM MAULANA ABUL KALAM AZAD
TO DR. RAJENDRA PRASAD**

29 July, 1948

My dear Rajendra Prasad

Wires after wires are coming from Calcutta. From Basantalall's wire it appears that 149 applications have been accepted. This was not the decision of the Parliamentary Board. Anyhow, it appears that groupism of Calcutta has entered the All India Congress Committee's office.

Abul Kalam Azad

Document No. 85
LETTER FROM DR. RAJENDRA PRASAD TO
MAULANA AZAD

1, Queen Victoria Road
New Delhi

30 July, 1948

My dear Maulana Sahab,

I have received your letters dated the 28th and 29th instant regarding Bengal affair. According to the resolution of the Congress Working Committee 3 persons were appointed to scrutinise the applications of East Bengal members for being taken as members of the West Bengal Provincial Congress Committee. Of these, one was the nominee of the East Bengal members who wanted to be admitted as members; the second was the nominee of the West Bengal members who were opposed to their admission; and the third was Acharya Jugal Kishore who was sort of an umpire to decide where there was some difference. It appears from the accompanying report that the decision was taken by both the parties and Acharya Jugal Kishore had practically no action as an umpire. I do not see how any objection can be raised now.

Yours sincerely,
Rajendra Prasad

Enclosure:

(Report of the Scrutiny Committee)

116, Vivekanand Road
Calcutta

The 28th July, 1948

Dear Friend,

In pursuance of your letter dated 10th July, 1948 we sat as members of the Scrutiny Committee for three days from 24th to 26th

July and examined in all 179 applications received in the Bengal Provincial Congress Committee office. Each and every application was carefully examined in terms of the Working Committee's resolution and of direction issued by the General Secretary, A.I.C.C. in his letter dated 22nd July 1948.

Out of the said applications 48 belonged to category 1 of the aforesaid resolution of the Working Committee, that is, from those who are residents of West Bengal and have been elected from East Bengal constituencies and who have given their West Bengal address according to the Register maintained in the B.P.C.C. office. All these applications were accepted in toto after due scrutiny.

There were 131 applications under category 2 of the said resolution of the Working Committee, that is, from those who have migrated before 30th April last and have already applied for it. Out of these applications 101 applications were passed and accepted after due scrutiny. Of the remaining 30 applications some were rejected for insufficient data and some were voluntarily withdrawn.

Our sincere thanks are due to Acharya Jugal Kishore who sat with us all the days and helped us with his advice and guidance. Our thanks are also due to Shri Kalipada Mukherjee, Secretary, B.P.C.C. and the staff of the B.P.C.C. for their active cooperation and help.

Yours truly,
Members of the Scrutiny Committee

President, A.I.C.C.
New Delhi.

(List of members elected from East Bengal constituencies with permanent address in West Bengal)

District	Name	Address
Barisal	Shri Arun Chandra Guha	32, Upper circular Road, Calcutta.
	Shri Rabindra Nath Bose	32, Upper Circular Road, Calcutta.
	Shri Priya Ranjan Dasgupta	128/3, Bowbazar Street, Calcutta

Contd.

District	Name	Address
Chittagong	Shri Srilal Sewalka	174, Harrison Road, Calcutta
	Shri Adwaita Dutta	8/8/9, Fern Road, Ballygunge, Calcutta
	Mrs. Bina Das (Bhowmick)	17/A, Ekdalia Place, Calcutta
	Shri Radha K. Niyotia	185, Harrison Road, Calcutta
Dacca	Dr. P.C. Ghosh	14/8, Gariahata Road, Calcutta
	Shri Prafulla N. Roy Choudhary	19, Nandaram Sen Street, Calcutta
	Shri Pramatha Nath Guha	51, Kalighat Road, Calcutta
Faridpur	Dr Pratap Ch. Guha, Roy, MLA	51, Kalighat Road, Calcutta
	Shri Jyotish Ch. Maitra	10, Manoharpukur Road, Calcutta
	Shri Prasun Kr. Dasgupta	79, Karbala Tank Lane, Calcutta
	Dr. Suresh Ch. Banerjee	9/A, Mahendra Sarkar Street, Calcutta
Jessore	Syed Nausher Ali	66/1A, Baitakhana Road, Calcutta
Khulna	Shri Rashik Lal Das	32, Upper Circular Road, Calcutta
	Shri Kalidas Ghose	2/1A, Ganga Pd. Mukherjee Road, Calcutta
	Shri Satis Ch. Chakravarti	1/1/6, Nepal Bhattacharjee Street, Calcutta.
	Shri Parikshit Ch. Mukherjee	27B, Creek Row, Calcutta
	Sjta. Kamala Dasgupta	18, Southern Avenue, Calcutta
Mymensingh	Shri Birendra Ch. Bhattacharjee	8/9, Harrison Road, Calcutta
	Shri Hara Prasad Chowdhury	10, Suburban School Road, Calcutta
	Shri Dijendra Ch. Choudhury	35/1, Huzurimull Lane, Calcutta
	Sjta. Pravabati Bose	238/B, Rashbehari Avenue, Calcutta

District	Name	Address
	Shri Suresh Ch. Das	24/4, Russa Road, Calcutta
	Shri Jnananjan Neogi	36, Wellington Street, Calcutta
	Shri Paresb Nath Maitra	1/A, Rajendra Lal Street, Calcutta
	Shri Girija Kanta Chakraborty	10, Suburban School Road, Calcutta
	Shri Bhupendra Ch. Mazumdar	P-440, Kabir Road, Calcutta
	Shri Niharendu Dutt Mazumdar	101-A, Ballygunge Place, Calcutta
Pabna	Shri Upendra Mohan Saha	32, Upper Circular Road, Calcutta
	Shri Jyotish Ch. Bhowmick	117/1, Rash Behari Avenue, Calcutta
	Shri Upendra N. Roy	37B, Peary Mohan Sur Garden Lane, Calcutta
Sylhet	Shri Sudhir Kumar Ghose	17, Bosepara Lane, Calcutta
	Shri Apurba Kumar Das	172/37, Lower Circular Road, Calcutta
	Shri Haripada Dutt	Karimganj, Cachar
	Shri Nabakumar Bhattacharjee	Karimganj, Cachar
Rajshahi	Shri Basantalall Murarka	9, Royal Exchange Place, Calcutta
	Shri Manoranjan Roy Chowdhury	3, Hara Ch. Mallik Street, Calcutta
	Shri Rabindra Nath Sanyal	46, Alipur Road, Calcutta
Rangpur	Shri Satindra N. Guha	54/1/1, Girish M. Road, Calcutta
	Sjta. Bishnupriya Debi	10, Suburban School Road, Calcutta
	Shri Bhal Ch. Sharma	126, Chittaranjan Avenue, Calcutta
Tipperah	Sjta. Labanyalata Chanda	14/8, Gariahata Road, Calcutta
	Shri Harihar Chakraborty	11/C, Indian Mirror Street, Calcutta
Nadia	Shri Jagannath Majumdar	Krishnagar, Nadia
	Shri Tarakdas Banerjee	Krishnagar, Nadia
	Shri Sachindra Mohan Nandy	Nabadwip

(List of B.P.C.C. Members of East Bengal who opted for West Bengal)

District	Name	Address
Bogra	1. Sj. Satis Chandra Sarkar	93/1A, Bowbazar Street, Calcutta
	2. Sj. Anil Chandra Banerjee	44, Manicktolla Main Road, Calcutta
	3. Sj. Birendra Nath Sanyal	Hilli, West Dinajpur
	4. Sj. Rabindra Nath Mukherjee	44, Manicktolla Main Road Calcutta
	5. Sj. Sitaram Biyani	83, Upper Chitpur Road, Calcutta
	6. Sj. Kulada Ranjan Mazumdar	P.O. Nabadwip, Nadia
	7. Sj. Amulya Kumar Saha	135, Bowbazar Street, Calcutta
	8. Sj. Jitendra Nath Bhowmick	Vill. Krishnagar, P.O. Shyamnagar, Nadia
Barisal	9. Sj. Manindra Mohan Das	143/6, Sibpur Road
	10. Sj. Amiya Lal Banerjee	50/4, Harish Mukherjee Road, Calcutta
	11. Sj. Sisir Kumar Dasgupta	5/1F, Bagmari Road, Calcutta
	12. Sj. Sushil Mukherjee	55A, Turf Road, Calcutta
	13. Sj. Rabindra Nath Sen	18/59, Dover Lane, Ballygunge, Calcutta
	14. Sj. Sachindra Lal Kargupta	10B, Janak Road, Calcutta
	15. Sj. Amiya Kumar Rai Chowdhury	P-72, Russa Road, South Calcutta.
Dacca	16. Sj. Banamali Bhattacharjee	Konnagar, Hooghly
	17. Sj. Aiul Sen	37B, Harish Chatterjee Street, Calcutta
	18. Sj. Nistaran Chakraborty	20/1, Russa Road, Flat No. 6, Calcutta
	19. Sj. Kiron Chandra Sen	10/1, Gariahata Road, Calcutta
	20. Sj. Birendra Chandra Dutta	1, Dr. Bimala Charan Law Road, Bally, Howrah
	21. Sj. Ratul Krishna Ghosh	2M, Cornfield Road, Calcutta
Dinajpur	22. Sj. Abinash Chandra Bose	Balurghat (West Dinajpur)
Faridpur	23. Sj. Radharaman Saha	43/1B, Suri Lane, Calcutta
	24. Sj. Nani Gopal Bhattacharjee	7, Radhamadhab Goswami Lane, Calcutta

District	Name	Address
	25. Sj. Promatha Nath Banerjee	7, Swallow Lane, 1st Floor, Room No. 6, Calcutta
	26. Sj. Indu Bhusan Majumdar	2, Mahesh Choudhary Lane, Calcutta
	27. Sj. Nikhil Ranjan Guha Roy	43/1B, Suri Lane, Calcutta
	28. Sj. Santosh Ranjan Ganguly	108/A, Cornwallis Street, Calcutta
	29. Sj. Bidhu Bhusan Majumdar	Russa, P.O. Tollygunge, Calcutta
	30. Sj. Fazlul Karim Khondakar	10/3, Musalmanpara Lane, Calcutta
	31. Sj. Jitendra Nath Maitra	47, Mukhtaram Babu Street, Calcutta
	32. Sj. Monoranjana Bhattacharjee	1/5/1B, Prem Chand Boral Street, Calcutta.
	33. Sj. Nibaran Chandra Paul	C/o Lister Antiseptic Dressing Co., Cossipore, Calcutta.
	34. Sj. Jibanranjan Sarkar	18, Chore Bazar Lane, Calcutta
Jessore	35. Sj. Nagendra N. Gangopadhyay	Maliporah, Vill. Kaliabaira, Nadia
	36. Sj. Bhujanga Bhusan Roy	Guptipara, P.O. Hooghly
	37. Sjta. Manorama Bose	26, Prasanna Kr. Tagore Street, Calcutta
	38. Sj. Sudhir Kumar Ghose	45, Hara Mohan Ghose Lane, Calcutta
	39. Sj. Ratan Lal Majumdar	72, Sarkarpara Lane, Calcutta
	40. Sj. Sasadhar Acharjee	4, Congress Exhibition Road, Flat No. 5 D., Calcutta
	41. Sj. Kalipada Sarkar	26, Prasanna Kr., Tagore Street, Calcutta.

(List of B.P.C.C. Members of East Bengal who opted for West Bengal)

KHULNA

- | | |
|--------------------|-------------------------|
| 1. Sukumar Banerji | 3. Narayan Samaddar |
| 2. Arabinda Dutta | 4. Anil Kumar Mukherjee |

5. Bidyut Kumar Bose
6. Parimal Bose
7. Sudey Bhusan Ghosh
8. Rabindra Nath De

MYMENSINGH

9. Dasarathi Chowdhury
10. Bhabani Prasad Chakraborty
11. Kamala Kanta Majumdar
12. Amiya Nath Roy
13. Manindra Nath Sinha
14. Kshitish Ch. Roy Chowdhury
15. Abani Ranjan Ghose
16. Sudhindra Sen Gupta
17. Syamananda Sen
18. Narendra Kishore Dutta
19. Dharendra Ch. Dutta
20. Sudhansu Bh. Bhattacharjee
21. Sukhamoy Roy
22. Bisheswar Debnath
23. Ramani Mohan Saha
24. Bidhu Bhusan Sen

MALDAH

25. Ramesh Chandra Ghosh
26. Bimal Krishna Sanyal

NADIA

27. Nani Gopal Sinha
28. Sachindra Sinha Roy

NOAKHALI

29. Jagadish Majumdar
30. Parimal Majumdar
31. Subhamoy Sur
32. Pulin Behari Duttagupta
33. Nagendra Kr. Majumdar

34. Ramprasad Majumdar
35. Santimoy Dutta
36. Subodh Ch. Mitra
37. Nagendra Kumar Guha Roy

PABNA

38. Sisir Kr. Chakraborty
39. Makhanlal Maitra
40. Krishnadas Saha
41. Jyotish Chandra Nandi
42. Jogendra Lal Roy
43. Rabindra Nath Bhattacharya
44. Kshitish Chandra Sarkar
45. Bhabesh Chandra Majumdar

RANGPUR

46. Naresh Ch. Choudhary
47. Sudhir Roy Choudhary
48. Gobinda Prasad Kanoria
49. Mohini Mohan Sinha Roy
50. Harish Chandra Choudhury
51. Brajendra Nath Kundu

RAJSHAHI

52. Kshitindra Nath Choudhary

SYLHET

53. Kripesh Ch. Bhattacharjee
54. Probhas Ch. Den
55. Benodebehari Chakravarti
56. Upendra Nath Bhadra
57. Umesh Shyam
58. Manmatha Datta

TIPPERAH

59. Dr. Nripen Bose
60. Janab Habibur Rahman Choudhary

Document No. 86

ANSWERS BY MAULANA AZAD DT. 10-8-1948 TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY IN CONNECTION WITH THE GRANT TO TATA SCHOOL OF SOCIAL SCIENCES

Shri Lakshminarayan Sahu : Will the Honourable Minister of Education be please to state:

(a) The amount of grant sanctioned for the Tata School of Social Sciences, Bombay, and under what conditions;

(b) Whether the proposal to give this grant was placed before the University Grants Committee and approved as grants to other institutions are approved by this body;

(c) If not, whether Government propose to reverse the orders and place the matter before the University Grants Committee; and

(d) Whether Government will consider the cancellation of the grant to Tata School and the diversion of the funds to the building of our own Institute in accordance with the approved needs of the nation?

The Honourable Maulana Abul Kalam Azad: (a) A recurring grant not exceeding Rs. 50,000 in 1948-49, Rs. 70,000 in 1949-50 and Rs. 1,00,000 in 1950-51 (to be finally fixed after scrutinizing the accounts of the Institute) and a non-recurring grant not exceeding Rs. 7 lakhs to meet any uncovered balance of the total cost of the land and buildings (Rs. 20 lakhs) after taking into account all possible donations from other sources like the various Provinces, Indian States, Tata Trust etc. have been sanctioned by the Government of India for the Tata Institute of Social Sciences. The conditions under which the grant has been made have been embodied in a statement which is laid on the table.

(b) No, the grant was not placed before the University Grants Committee because of the following reasons:

(i) The question of giving a grant to this Institute was decided at an Inter-Departmental meeting held on the 5th December, 1947. The University Grants Committee at that time was

concerned only with the Central Universities of Aligarh, Benares and Delhi. It was by this Ministry's Resolution of the 16th December, 1947, that the scope of the University Grants Committee was wanted to include other Universities and institutions of higher learning. As such, when the question of grants for the Tata Institute was decided that Institute did not fall under the purview of the University Grants Committee, and it was not necessary to place the question of its grant before the University Grants Committee.

- (ii) The University Grants Committee is only a Consultative and Advisory Body (regarding Education, Health and Lands Department Resolution of 4th June, 1945) and it is not obligatory on Government to take its advice on each and every matter.

(c) No. Government of India do not propose to reverse their orders and place the question before the University Grants Committee for reasons already stated above.

(d) The conditions imposed for payment of grants are strict and provide safeguards for the Government. I may add that the Government of India propose to establish an All-India Council of Social Services to advise Government on all matters relating to social welfare organisations and grant to them from public revenues.

Statement

The conditions under which the grant to the Tata Institute of Social Sciences, Bombay is payable:

1. The Institute should train about 50 candidates a year in Industrial Selections and Labour Welfare subjects.
2. The Institute should train a reasonable number of medical social workers.
3. The Government of India will have the right to nominate if necessary upto a maximum of 15 students every year.
4. The plans and estimate of the buildings proposed to be constructed by the Institute will be submitted to the Government of India for prior approval.
5. The audited account and the annual report of the Institute should be regularly submitted to the Government of India

for the period the Institute is in receipt of grants from the Government of India.

6. The Government of India will have the right to nominate a representative to serve on the Governing Board of the Institute for the period that the Institute is in receipt of grants from the Government of India.
7. Out of the non-recurring grant of Rs. 7 lakhs, a sum not exceeding Rs. 8,50,000 will be paid during 1948-49 subject to conditions 1-6 above but the balance will be paid only when the additional buildings are completed and a certificate to that effect from the Central Works Department is furnished to the Government of India.

Shri Lakshminarayan Sahu : What were the conditions for the payment of grant?

The Honourable Maulana Abul Kalam Azad : I am placing on the table a statement which embodies the conditions under which grant was given it mentions the conditions.

Shri Lakshminarayan Sahju : Will the Honourable Minister please read out the statement for information?

Mr. Speaker : It is no use taking the time of the House.

Document No. 87

REPLY TO THE QUESTIONS ASKED IN THE LEGISLATIVE ASSEMBLY DATED 10-8-1948 BY MAULANA AZAD ABOUT THE ADMISSION OF STUDENTS IN AND GRANT TO LAXMINARAIN INSTITUTE OF TECHNOLOGY AT NAGPUR

Mr. R.K. Sidhva : (a) Will the Honourable Minister of Education be pleased to state whether it is a fact that the Laxminarain Institute of Technology at Nagpur admits students from C.P. and Berar only under the terms of the Deed by the Donor?

(b) Is sufficient number of students available from the C.P. for training in various technical subjects?

(c) Is it a fact that the Government of India contemplate giving a grant to enable the Institute to admit students from all over India.

The Honourable Maulana Abul Kalam Azad: (a) Yes, but in accepting the Central Government's grant to the institution for 1947-48 the Nagpur University has agreed that the institution will admit students from other provinces in accordance with the quota for each province to be determined by the Central Govt.

(b) The institution admits only thirty students per year and the Province of C.P. and Berar can certainly provide that number.

(c) Yes. The Laxminarayan Institute of Technology, Nagpur, is one of the fourteen technological institutions whom the Government have given or propose to give grants with a view to strengthening and developing them. It is one of the conditions of the grant that the institution will admit students from other provinces, without charging any capitation fees, according to the Provincial quotas to be fixed by the Central Government in consultation with the Provincial Governments and the institutions concerned.

Mr. R.K. Sidhva : What amount of grant does the Centre give to this institute at present?

The Honourable Maulana Abul Kalam Azad : I would like to have a notice for this.

Seth Govind Das : As shri Lakshminarayan had while making

the donation to the Nagpur University, imposed a condition that students from the C.P. and Berar only should be admitted, will Government, therefore please keep this in view that students from other Provinces are admitted only after those from C.P. and Berar have been admitted?

The Honourable Maulana Abul Kalam Azad : Yes. This is receiving Government's attention.

Shri H.V. Kamath : Have Government fixed the quotas for the other Province apart from the C.P. and Berar?

The Honourable Maulana Abul Kalam Azad : While giving the grant for the year 1947-48 a condition was imposed that door should be opened for other Provinces also and the Government had fixed the Provincial quotas.

Shri H.V. Kamath : Have quotas been fixed yet; what is the quota for other Provinces?

The Honourable Maulana Abul Kalam Azad : I cannot say. I require notice.

Shrimati Dakshayani Velayudhan : Is it a fact that this Institute gives admission only to caste-Hindu students?

The Honourable Maulana Abul Kalam Azad : I do not think if any restriction for the admission of caste-Hindus or others have been imposed. The door is open to all.

Shrimati Dakshayani Velayudhan : I could not understand the answer.

Mr. Speaker : It is not restricted to caste-Hindu only.

Shri Ajit Prasad Jain : Are Government also contemplating to increase the number of students from thirty?

The Honourable Maulana Abul Kalam Azad : This entirely depends on the capacity of the institution. Government will try.

Document No. 88

ANSWERS BY MAULANA AZAD IN THE LEGISLATIVE ASSEMBLY DT. 10-8-1948 TO THE QUESTIONS ASKED IN CONNECTION WITH THE GOVERNMENT POLICY CONCERNING EXCAVATION WORK CARRIED OUT UNDER THE AUSPICES OF THE ARCHAEOLOGICAL DEPARTMENT

Shri Lakshminarayan Sahu : (a) Will the Honourable Minister of Education be pleased to state the policy of the Government of India so far as excavation work under the auspices of the Archaeological Department is concerned?

(b) Has Government recognised certain learned bodies who may undertake excavation work on behalf of the Government of India?

(c) Do Government propose to consider the question of according recognition to Kalinga Historical Research Society (Bolangir) (Orissa) and the Orissa Government Museum Committee as learned bodies and allow them to carry on excavation work either on behalf of the Government of India or independently but partly helped and guided by technical advice from the Government of India's Archaeological Department?

(d) Do Government propose to have a record of survey of ancient sites in Orissa?

(e) Do the Government of India propose to authorise or direct the Provincial Governments of the Indian Union to undertake survey work in different Provinces so as to facilitate excavation work in future?

The Honourable Maulana Abul Kalam Azad:

(a) The policy of the Archeological Department in regard to excavation work has for some years past been to proceed from the excavation of site of known archaeological importance, where there is a strong likelihood of digging up objects and monuments which will be of value in the understanding of the past, to less known sites but which are expected to yield good results.

(b) Yes, on the usual conditions and whenever properly trained technical staff approved by the Department of Archaeology is forthcoming.

(c) Yes, when the necessary conditions have been fulfilled. The Archaeological Department will be glad to give technical advice, but it is not possible for it either to lend technical staff or to give any financial assistance as both the staff and the exploration grant are very limited.

(d) Yes, along with similar surveys of other Provinces.

(e) Government of India would welcome all co-operation from Provincial Governments in this respect. It is the intention of Government of India to address Provincial Governments in this respect in due course.

Seth Govind Das : The decision for the excavation of these sites was taken at the time when the National Government had not been formed. Will Government, therefore, please reconsider what important sites should be excavated especially Mathura and Ayodhya which were the seats of our mighty Empires in the past?

The Honourable Maulana Abul Kalam Azad : Government have already started this work.

Shri B.P. Jhunjhunwala : Will Government take care to see that such sites which are expected to yield good results and have been brought to their notice are protected till the excavation work is undertaken?

Mr. Speaker : The question is "Will Government take care to see that these ancient sites are protected till the excavations take place?"

The Honourable Maulana Abul Kalam Azad : Certainly. This is already receiving Government's attention and they are acting on these very lines.

Shri M. Ananthasayanam Ayyangar : When a Provincial Government is authorized to undertake work of excavation and research, may I know either steps are taken to see that it fits into the All-India scheme.

The Honourable Maulana Abul Kalam Azad : Yes, the rules have been framed for this.

Document No. 89

**ANSWERS DATED 13-08-1948 BY MAULANA
ABUL KALAM AZAD TO THE QUESTIONS
ASKED IN THE INDIAN LEGISLATIVE ASSEMBLY**

RELICS OF INDIAN ART IN BRITISH MUSEUM

Mr. R.K. Sidhva: (a) Will the Honourable Minister of Education be pleased to state what relics of Indian Art taken from India by Britishers are in the British Museum?

(b) Do Government propose to take steps to bring back those precious relics to India?

(c) If not, why not?

The Honourable Maulana Abul Kalam Azad: (a) Details are not known.

(b) and (c). The matter is engaging the attention of the Government of India.

Mr. R.K. Sidhva: Are any efforts being made to know the number of articles belonging to us lying in the London Museum?

The Honourable Maulana Abul Kalam Azad: I have just now informed the Honourable member that efforts are being made in this direction. Two persons from the Archaeological Department are being deputed to England and they have been entrusted with the task of making necessary enquiries.

Shri Mahavir Tyagi: Are Government aware of the fact that India's 'Koh-i-Noor' Diamond is in England, and that too is our property?

The Honourable Maulana Abul Kalam Azad: Yes. This is certainly within the knowledge of the Government.

Shri M. Tirumala Rao: Some time ago there was a talk that a deputation from the Education Department will be going to England to negotiate and get back our works of art from there but we do not hear anything more about it. May we know what has become of that?

The Honourable Maulana Abul Kalam Azad: The Honourable Member is perhaps referring to the India Office Library. Action in this respect has been postponed for the present.

Babu Ramnarayan Singh: May I know what efforts are being made to bring back the 'Koh-i-Noor' Diamond to India?

The Honourable Maulana Abul Kalam Azad: No efforts are being made in this direction.

Document No. 90

**ANSWERS DATED 13-8-1948 BY MAULANA
AZAD TO THE QUESTIONS ASKED IN THE
INDIAN LEGISLATIVE ASSEMBLY**

PRESERVATION OF INDIAN ARCHIVES

Shri Lakshminarayan Sahu: (a) Will the Honourable Minister of Education be pleased to state whether 'Archives' has been made a Central subject like Archaeology?

(b) Have steps been taken to preserve the important archives in different parts of India in view of their historical value?

(c) If not, have Government under contemplation any scheme for protection and preservation of the archives by legislative measures? If so, what?

The Honourable Maulana Abul Kalam Azad: (a) to (c). The points raised by the Honourable Member are already under the consideration of the Government of India.

Document No. 91

**ANSWERS DATED 13-8-1948 BY MAULANA
AZAD TO THE QUESTIONS ASKED IN THE
INDIAN LEGISLATIVE ASSEMBLY**

**ALLOTMENT OF MACHINE TOOLS TO MADRAS INSTITUTE OF
TECHNOLOGY**

Shri B. Shiva Rao: Will the Honourable Minister of Education be pleased to state.

(a) whether an application dated 22nd March, 1948 was received by Government from the Madras Institute of Technology for allotment of machine tools required for the College from the surplus stores in order to enable the Institute to start its course in July, 1948;

(b) whether any action has been taken on the application; and

(c) if so, with what results?

The Honourable Maulana Abul Kalam Azad: (a) Yes.

(b) Yes.

(c) The stores in question could not be released to the Institute for two reasons: (i) The disposal of the stores had been banned by the Director of Ordnance; and (ii) Demands for these stores had been received from higher priority indentors also.

Government have now set up a Screening Committee which will shortly meet to consider these demands and finalize allocations to various indentors.

Shri B. Shiva Rao: The application is wrongly stated as having been sent on the 22nd March 1948 – the first application was actually sent on the 26th of October, 1947. Does my honourable friend consider it satisfactory that the Institute of Technology should be made to wait for nine months even to get a reply of a negative character?

The Honourable Maulana Abul Kalam Azad: On the basis of the information before me, I can say only this much that as soon as applications were received, efforts were made, but owing to these restrictions, the demands could not be met.

Shri B. Shiva Rao: Is it not a fact that during this very period over a hundred machine tools were handed over to a private firm in Calcutta.

The Honourable Maulana Abul Kalam Azad: Not to my knowledge.

Shri M. Ananthasayanam Ayyangar: Has the Honourable Minister reviewed the report of the Committee which was appointed for purposes of disposals and also their recommendations that they may be distributed to colleges and technological institutions, and if so may I know what action has been taken?

The Honourable Maulana Abul Kalam Azad: A Screening Committee has been set up for this purpose and it is expected that it will start work within a fortnight.

**REPLIES DATED 13-8-1948 BY MAULANA AZAD
TO THE QUESTIONS ASKED IN THE
LEGISLATIVE ASSEMBLY OF INDIA**

**IMPROVEMENT OF STUPA AND MONASTERY AT KUSHINAGAR,
DEORIA DISTRICT, U.P.**

Shri Satish Chandra: (a) Will the Honourable Minister of education be pleased to state whether Government are aware that the ancient and historical stupa and the surrounding monastery at Kushinagar in Deoria District of the United Provinces, the place of Lord Buddha's 'Nirwan', is treated as a sacred place by Buddhists and Hindus?

(b) Did the Prime Minister of Burma visit this famous site recently?

(c) Do Government, in view of the international importance of the site, propose to improve the sanitary conditions of the locality and develop its surrounding on more aesthetic lines?

The Honourable Maulana Abul Kalam Azad: (a) Yes. Buddhist and Hindus regard this place as sacred.

(b) Yes.

(c) The protected mounds and site are looked after by the Department of Archaeology but the responsibility for the sanitary conditions of the locality and development of its surroundings is that of the local Government.

Shri Satish Chandra: Is the Honourable Minister aware of the fact that it is surrounded by most insanitary conditions on all sides and that high grass has grown up there; which is an eyesore to the visitors when they go to such places?

The Honourable Maulana Abul Kalam Azad: This might be the condition. But it is apparent that the Central Government have got no direct control on that place. This is the duty of the Local Government and the Central Government will draw its attention to this.

Document No. 93

**ANSWERS DATED 13-8-1948 BY MAULANA ABUL
KALAM AZAD TO THE QUESTIONS ASKED IN THE
CONSTITUENT ASSEMBLY OF INDIA (LEGISLATIVE)**

**EXCLUSIVE ADMISSION OF CASTE HINDUS IN
LAKSHMINARAYAN TECHNICAL INSTITUTE,
NAGPUR**

Shri V.C. Kesava Rao: (a) Will the Honourable Minister of Education be pleased to state whether it is a fact that Lakshminarayan Technical Institute at Nagpur is open only to caste-Hindu students?

(b) Have the Government of India given any grant to this Institution?

(c) What steps do Government propose to take with a view to secure admission of students of all castes and religions into this Institution?

The Honourable Maulana Abul Kalam Azad: (a) No. The Lakshminarayan Institute of Technology is open to all Hindu as well as Sikh students under the terms of the Deed by the Donor.

(b) The Government of India have given to the institution in 1947-48 a capital grant of Rs. 1,10,000 for college buildings and equipment and an interest free loan amounting to Rs. 28,000 for construction of students' hostel.

(c) It has been stipulated, as one of the conditions of the Central Government's grant, that the institution will in future admit students from all Provinces, without charging any capitation fees, in accordance with the quota for each Province to be determined by the Central Government. There will be no restriction as regards castes and religions to which such students may belong, and the Registrar of Nagpur University has in his letter No. 1/V/A/LB/337, dated 21st July, 1948 stated that the Executive Council has agreed to the conditions prescribed by the Government of India.

Shri V.C. Kesava Rao: May I know whether Harijans are allowed to study in this Institute?

The Honourable Maulana Abul Kalam Azad: I have just stated that there are no restriction of religion and caste.

Document No. 94

SPEECH OF MAULANA ABUL KALAM AZAD IN THE CONSTITUENT ASSEMBLY DT. 31-8-1948 ON IMPERIAL LIBRARY (CHANGE OF NAME) BILL AND HIS ANSWERS TO THE QUESTION RAISED BY THE MEMBERS

Sir, I would again like to invite the attention of my honourable friends to what I stated when I moved the motion. The sole object of this Bill is to delete the word "Imperial". One of the honourable friends has pointed out that when no Hindi name could be suggested, why should not the whole matter be postponed? He says that there is no necessity for making this change at present. I would say that there is no necessity for making this change at present. I would say that the necessity is vital? I feel that after August 15 there is no place in India for the words like "Imperial", and the names of all those institutions to which this word is attached should be changed. The Ministry of Education has already made another change for which no Bill was required to be introduced. The word "Imperial" has also been dropped from the name of the "Imperial Records Office". There remains the point as to why the English word "National" has been substituted for "Imperial"? Why could not a Hindustani equivalent found? You are already aware of those reasons. All of our institutions were given English names and until now those very names are there and we could not replace these English names. It was therefore, obvious that the word "National" be substituted for "Imperial" in the name of the library. But this does not mean that the Government have no intention to change the English names and they hesitate to admit this important issue. I have already stated the views of Ministry of Education while moving the motion for the consideration of this Bill. The Ministry thinks that as soon as the task of framing the new constitution is accomplished, various kinds of new problems will crop up before this House and of these questions the most important will be as to what should be the names of all State institutions and Offices in future. It is obvious that in future English names cannot

be allowed to continue. It would be necessary to set up a Committee to propose new names and such persons who can be considered experts in this matter should be appointed to this Committee. This Committee would consider overall aspects of the question and will try to find out new names for every English name. The task of finding out names is not so easy as some of my honourable friends think. I had told you that we require a mint for this purpose. Just as a mint is set up for casting of gold and silver coins, exactly a similar mint is also required for the coming of names. You can hammer out sheets of gold and silver, but you cannot make a coin. A mould is required for this purpose which could bring out the fine points of the coin. An honourable friend has just said "You are a great scholar, can't you propose any name for this". The question of scholarship does not arise we have to act after careful consideration. Why should we rush through the matter without any reason? This matter was also considered by us in the Standing Committee but we could not decide as to what should be the most appropriate name. The words "Bhartiya" and "Rashtriya" were also brought up before us at that time, and a doubt was expressed whether these words convey the correct meaning of the implications of the word "National". My honourable friend Mr. Kamath has reminded us that in the translation of the "Indian National Congress" the word "Rashtriya" was substituted for "National". I have a recollection that this was used in translating the name of "All India Congress Committee" into Hindi.

Seth Govind Das : You will excuse me, Sir. The "All India Congress Committee" and the "Congress" were named the "Akhil Bhartiya Congress Committee" and "Rashtriya" respectively.

The Honourable Maulana Abul Kalam Azad : My honourable friends can say this thing more definitely, but I am not opposed to any particular name. It is possible that the Committee which we set up for this purpose may propose these very words, but we should entrust this task to them.

Seth Govind Das : May I submit again that any Hindi-knowing person may be consulted whether "National" means "Rashtriya" only?

The Honourable Maulana Abul Kalam Azad : I have already said that I do not object to any particular word. The only thing to which I would like to draw attention is that we should not press for

a change in any particular name for the present. We should entrust the entire task of finding out names to the Expert Committee. The Government thinks that this would be the only proper course to achieve the end. But in any case this House has got full authority to adopt any name it deems proper.

Mr. Speaker : The question is :

"That clause 2 stand part of the Bill".

The motion was adopted.

Clause 2 was added to the Bill.

Clause 1 was added to the Bill

The Title and the Preamble were added to the Bill

The Honourable Maulana Abul Kalam Azad : Sir, I move :

"That the Bill be passed".

Mr. Speaker : Motion moved:

"That the Bill be passed."

Prof. Shibban Lal Saksena (U.P. : General) : I have very attentively listened to the Honourable Minister. I want to ask him one question. He has said that a large number of names have to be changed. I see the difficulty. But I want that the House from henceforth should not add any new English names. A Committee may be appointed afterwards to change the old names but I cannot see any sense in continuing to use English names and of adding new English names. I see we have a legacy of slavery and we have to change all those names. Henceforth we should not go on adding new names in English which will have to be changed again.

Mr. Speaker : I do not think the Honourable Minister desires to say anything more.

The question is :

"That the Bill be passed."

The motion was adopted.

Document No. 95

**ANSWERS OF MAULANA AZAD DT. 31-8-1948 IN
LEGISLATIVE ASSEMBLY TO THE QUESTIONS
RAISED ABOUT THE UNIVERSITIES AT
BARODA, INDORE, UJJAIN AND GWALIOR**

Dr. P.S. Deshmukh: (a) Will the Honourable Minister of Education be pleased to state whether there is any proposal for the establishment of Universities at Baroda, Indore, Ujjain and Gwalior?

(b) What encouragement and help do the Government of India propose to offer to them?

The Honourable Maulana Abul Kalam Azad: (a) Government have received no official communication from the Government of Baroda, Ujjain and Gwalior for the establishment of Universities in these states.

A communication from the Government of Indore was received in regard to the setting up of a Committee to go into the question of establishing a University at Indore. Nothing further has been heard since.

Part(b) of the question, therefore, does not arise

Shri H.V. Kamath : Will the Honourable Minister please state the total number of Universities, which in his opinion, should be set up in India in accordance with the census figures?

The Honourable Maulana Abul Kalam Azad : How does it arise out of this question?

Shri V.S. Sarwate : Would the Honourable Minister have any objection to have universities both at Indore and at Gwalior?

The Honourable Maulana Abul Kalam Azad : Objection? No; Nothing of the sort.

Shri V.S. Sarwate : Do Government think it desirable to have universities where?

The Honourable Maulana Abul Kalam Azad : This is now the concern of these States. They have now formed into a Union, and got an opportunity to consider over the question of setting up a

University in their jurisdiction. In any way Government will watch the action which the Union takes in the matter.

Seth Govind Das : Does Government consider it advisable to set up Universities in such contiguous areas?

Mr. Speaker : The Honourable member is asking for opinions; next question.

Document No. 96

ANSWERS OF MAULANA AZAD DATED 31-8-1948 IN LEGISLATIVE ASSEMBLY TO THE QUESTIONS RAISED ABOUT THE SCHOLARSHIPS FOR SCHEDULED CASTE STUDENTS

Dr. P.S. Deshmukh : (a) Will the Honourable Minister of Education be pleased to state whether any applications have been invited by the Government of India from Scheduled Caste students for grant of scholarships?

(b) If so, how many scholarships were offered and what was the last date of application?

(c) Has any scholarships been sanctioned so far?

(d) If so, what is the number and how many of them are for studies in India and how many for foreign studies?

The Honourable Maulana Abul Kalam Azad : (a) Yes.

(b) Scholarships of the total value of Rs. 3,85,000 were offered. No number was fixed as it depends upon the expenditure statement of the selected scholars. The last date for receipt of applications was originally fixed as the 30th April, 1948 but later on it was extended to the 31st May, 1948.

(c) The Scheduled Castes Scholarships Board has recently decided upon the principles for the award of scholarships this year. The candidates are being selected on that basis and the scholarships will be sanctioned on receipt of expenditure statements from the selected students.

(d) About 600 scholarships are likely to be sanctioned during 1948-49 for studies in India as decided by the Scheduled Castes Scholarships Board. No foreign scholarships are being awarded this year.

Shrimati Dakshayani Velayudhan : Will the chair please have a translation of the answer read?

(Shri Satyanarayan Sinha read out as above the English translation of the answer).

Dr. P.S. Deshmukh : Is it not a fact that the selection is being done very late? The academic year has started. Is it not a fact that the Department has taken too long to decide the matter?

The Honourable Maulana Abul Kalam Azad : I have just stated that 30th April, was fixed as the last date, but subsequently representations were received requesting for an extension of the period, and as a result of this, the date was extended for one month.

Shri Upendranath Barman : Will the Honourable Minister tell the House whether there were any applicants for foreign scholarships, and if so, why did not the Board consider their applications for such scholarships?

The Honourable Maulana Abul Kalam Azad : During the first year of this scheme, the Board had awarded some scholarships for study abroad. But the result was not satisfactory. The Board, therefore, decided that in future the funds under this scheme should only be utilized for studies in India, and no scholarships should be granted for foreign studies. For studies abroad, the Overseas Scholarships scheme was in existence; and the Scheduled Caste Scholars were deriving full benefit out of it.

Sardar Bhopinder Singh Mann : May I know whether at the time of awarding the scholarships, the Hindu Depressed Classes only are taken into consideration or the Sikhs and Christians also?

The Honourable Maulana Abul Kalam Azad : This is only intended for the Schedules Castes; and by the "Scheduled" Caste are meant those classes only which have after enquiry been admitted by the Government of India as such.

Sardar Bhopinder Singh Mann : Is this Schedule Caste confined to Hindus only or does it include the Sikhs also?

The Honourable Maulana Abul Kalam Azad : This is being done in accordance with the definition of the "Scheduled Caste" as laid down in the Government of India Act, 1935, and I think that the Mazhabi Sikhs do not fall within this Schedule.

Shrimati Dakshayani Velayudhan : May I know the reason for not sending any Scheduled Caste students this year?

Mr. Speaker : He has already replied to that.

Shrimati Dakshayani Velayudhan : I could not understand the reply.

Mr. Speaker : She will get a translation later on.

Dr. P.S. Deshmukh : Have any particular reasons been given by this Board for stopping to send students abroad for training from the Scheduled Castes?

The Honourable Maulana Abul Kalam Azad : During the year 1944, scholarships were awarded to some scholars for study abroad, but this did not yield good results. After having seen this state of affairs, the Board decided that the money under this fund should be utilized only in respect of studies in India. No scholarships should be granted for foreign studies. Those persons who want to go abroad, can do so under the Overseas Scholarships General Scheme. In the opinion of the Board, it would have been more advantageous for the advancement of the community to have undergone training in India in large numbers. It was not worthwhile to incur heavy expenditure by sending few persons abroad.

Dr. P.S. Deshmukh : Are any foreign scholarships being given to non-scheduled caste people this year?

The Honourable Maulana Abul Kalam Azad : No. None has been given. It is hoped that the new scheme which is under the consideration of the Government will be put into operation with effect from next year.

Shri V.C. Kesava Rao : Are the Government aware that the Scheduled Caste candidates for foreign scholarships have not been able to get any seats in the general scheme?

The Honourable Maulana Abul Kalam Azad : The Honourable member should be aware of the fact that the Scheduled Caste candidates have invariably been selected under the General Scheme, and there is no bar in their way. But a new scholarships could be given this year, because this had been stopped for.

Sardar Bhopinder Singh Mann : Will Government consider to award scholarships to Mazahbi Sikhs also like the Scheduled Castes?

The Honourable Maulana Abul Kalam Azad : I had just stated that action is being taken in accordance with the definition of this Caste which is before the Government. In any case if this matter is brought to the notice of the Government, it will be looked into.

Shrimati G. Durgabai : May I know the number of Scheduled Caste scholars who were awarded the scholarships? How many of them were successful and how many unsuccessful?

The Honourable Maulana Abul Kalam Azad : I would like to have a notice for this.

Shri H.V. Kamath : Will Government seriously consider this matter?

The Honourable Maulana Abul Kalam Azad : Government always considers seriously.

Document No. 97

SPEECH OF MAULANA AZAD AT THE OPENING OF THE ART EXHIBITION IN NEW DELHI ON 6-11-1948

I am grateful to you for the interest you have taken in this Exhibition of Indian Art and the readiness with which you accepted our invitation to open it. Organised by the Ministry of Education, this Exhibition is the first of its kind in India. I am sure you will agree with me that no programme of national education is complete unless it can provide an appropriate place to national art. The present Exhibition is a recognition of this fact and marks the first step towards the goal which the Ministry of Education has set before itself.

The most significant characteristic of this Exhibition is that it opens before us a vista of five thousand years of Indian History in all its continuity and wealth. Its value for educational purposes can therefore be easily grasped. It will, I think, be proper to describe briefly the manner in which the exhibits in this collection were chosen.

The Royal Academy of Art in London has been taking a special interest in Oriental Arts since before the War. In 1931, the Academy organised the exhibition of Iranian Art and in 1935 that of the Art of China. After the War was over, it proposed that a similar exhibition of Indian Art should be held. The Government of India warmly welcomed the idea and assured the Royal Academy of every possible help. Accordingly, it was proposed to hold the exhibition of Indian Art in London.

It had been decided that the principle Governing the selection of exhibits should be that they would represent the art of India both from its historical and its artistic aspect. Art objects in India are scattered all over the country. Some are in the possession of the Central Government, some are with the provinces and some in the Indian States. There are in addition many rare specimens in the ownership of private individuals. It was therefore necessary that specialists in art should examine all collections carefully and make their selection. A committee was formed for the purpose with Mrs. Sarojini Naidu (now Her Excellency the Governor of U.P.) as Chairman. Three experts from England came to serve on the Committee. They

toured all over the country and after careful examination chose about 1000 exhibits which were sent to England in 239 cases.

The exhibition opened in London at the Burlington House on December 1, 1947, and continued till February 1948.

The Exhibition in London fulfilled the purpose for which the collections had been made, and the time came for the return of the exhibits. The Ministry of Education, however, felt that before the exhibits were dispersed, they should once be exhibited in India. Such a collection of art objects cannot be assembled every day. The London exhibition was held after a selection had been made from all collections of art in the country. It was, in fact, the finest ensemble of specimens of Indian Art and offered most valuable aid to the study of the nation's history. A lesson to refresh our memory about our past has never been more necessary than in the phase through which we are passing today after the achievement of independence. It was therefore decided not to disperse the exhibits till an exhibition had been held in India towards the end of the year.

The next point for decision was the choice of suitable venue for the exhibition. We needed a place where about a thousand art objects of different types could be shown to the best possible advantage. The building also had to be such as would satisfy the requirements of an art exhibition. Inevitably I thought of the spacious State Rooms of Government House. Whenever I see the splendid Hall, the thought that comes uppermost to my mind is: What a wonderful Library or Museum it would make? My feelings find an echo in the words which the Persian poet attributed to the fire-worshipper when he saw Kaaba (the great Mosque of Mecca) and exclaimed:

In Khana Badin Khoobi Atashkadah Bayaste

(What a beautiful house! It should have been a fire-temple)

Your Excellency, I am thankful to you that you responded warmly as soon as the suggestion was made, and placed this section of Government House at the disposal of the Ministry of Education. It is through your courtesy that we are holding this splendid Exhibition in this magnificent Hall.

The Archaeological Department of the Ministry of Education was charged with all the arrangements for the Exhibition. An Executive Committee was formed with the Education Secretary as Chairman and the Director General of Archaeology as Secretary. The work

was difficult and arduous and demanded meticulous care. I have great pleasure in expressing my thanks to the various Civil and Defence Departments whose officers have worked so enthusiastically and promptly rendered every service that was demanded of them. I have no hesitation in saying that to them belongs the main credit for the success of this Exhibition.

I will now briefly describe to you the main features of this Exhibition which covers a wide range of art from all over the country from 3,000 B.C. to the 19th century A.D. It has been divided into five sections, viz., Sculptures, Bronze Images, Paintings, Textiles and other minor arts.

The sculpture section includes statuary, domestic objects and jewellery from the time of the Indus Valley civilization right up to the modern age. I may mention the Bull Capital of the 3rd century B.C., a splendid specimen of Asokan Art, and a female chauri-bearer from Patna of the 3rd century, B.C., with bright Mauryan polish, which is a unique specimen of its kind. There are beautiful female figures from Mathura in red sandstone, a magnificent standing Buddha of the 5th century and some beautiful sculptures from the temples of Orissa and Mysore of the 11th-12th century.

The art of Indian bronzes is represented in the Exhibition by first rate specimens available in the country. There is the world famous figure of the 12th century Nataraja or Siva in the cosmic dance. A continuous history of Indian bronzes from the well-known bronze dancing girl of Mohan-jo-daro to figures from Taxila, Bengal, Western India and Madras is also presented here.

The painting section consists of about 350 specimens and represents all the main schools of Indian paintings, viz., the Pala School of Bengal, Gujarati School of Western India, Rajasthani School of Rajputana and Central India, Pahari School of the sub-Himalayan Hill States, the Mughal School and the Deccani School. The Pala School shows several of the earliest palm-leaf manuscripts of the 11th century. The collection of Gujarati paintings includes some rare items. In the Rajasthani paintings are shown a series of Ragamalas in brilliant colours from the collection of Treasurywala, which have already been purchased for the National Museum. These are being exhibited to the public for the first time. The Kangra paintings of the 18th century, the best period of the school, are fully represented by outstanding pictures of the Krishna Lila. Amongst miniatures of the

Mughal School, a very representative selection has been brought together, including a hitherto unknown painting on cloth of the Hamzanama, five paintings from the Razmnama (the Persian translation of the Mahabharata), a page from the Darabnama, two pages of Tarikh-i-Alfi, eight leaves from the Iyari-Danish, all well-known book-illustrations executed in the reign of Akbar. A unique set of Ragamala paintings in mixed Rajput-Mughal style of Jahangir's period, in which Jahangir himself appears, is one of the highlights of the Exhibition. Remarkable portraits of Jahangir, Shahjahan and other grandees are also shown. Several rare manuscripts with excellent calligraphy form part of this section. There is a manuscript with the seal of Hamida Banu Begum, mother of Akbar, and a Quran written in 1781 A.D. for Nawab Asaf-ud-Dawlah of Oudh, lent by the Rampur State Library. Two large-sized paintings showing Chand Bibi and her maidens and Abdullah Qutb Shah in procession are the most outstanding examples of the Deccani School.

Amongst textiles, first-rate specimens of silk saris, embroidered and with gold brocade, have been assembled, including figured cans of Baluchar, Murshidabad, brocade saris of Chanderi, Ahmedabad, Aurangabad, Surat and Tanjore. A very remarkable specimen of tie-and-dye design showing shikargah and garba dance in dotted pattern is a masterpiece of art from Gujarat.

Amongst minor arts two ivory door leaves from Mysore, jade-handled daggers and swords of the Mughal period and a unique shield of Akbar, with a sun symbol in the centre and twelve signs of the zodiac damascened in gold, are of outstanding interest.

Much has been and more will be said about the ancient objects of art. The characteristic which appears most remarkable to me is its historical significance. A nation's art is a visible representation of its history. Annals recorded in writing tell us of the past but cannot make it visible to us. Art, on the contrary, not only tells us of the past but makes it live before our vision. We look at statues and forms, and grasp the history of centuries in minutes. One statue of Apollo or Venus can give us a greater insight into the life and mentality of the Greeks than five thousand pages of writing. You will find in this Exhibition a wonderful standing Buddha of the 5th century. If you stand before it for a few minutes and listen to the silent discourse of the stone, you will learn more about the history of ancient India in a few seconds than you could from hundreds of pages written by the most competent of historians.

There is another aspect of equal importance in an exhibition of this type. Art is an education of the emotions and is thus an essential element in any scheme of truly national education. Education, whether at the secondary or at the university stage, cannot be regarded as complete if it does not train our faculties to the perception of beauty. I must confess that art education has been sadly neglected in our country, whether as a repository of ancient history or an embodiment of the visions of beauty that have moved men. No doubt, students are sometimes taken and sometimes they themselves go to museums like the Indian Museum at Calcutta and other museums in Jaipur, Mysore or Hyderabad. Such visits are, however, perfunctory and occasional, and there is no effort to integrate the study of art into the scheme of our general studies. The Ministry of Education have proposals in hand which will lead to the enrichment of our life through the integration of art in education, both secondary and university, but the implementation of the plans will take some time. I would therefore request you to look upon the present Exhibition as an earnest of our future plans. I hope and trust that this will not only awaken in all of us a more lively sense of our past, and pride and joy in its ancient traditions, but also lead to a quickening of our sensibility so that we may bring more of beauty and grace in the affairs of our daily life.

Your Excellency, I have great pleasure in requesting you to open this Exhibition of Indian Art through the ages.

Document No. 98

INAUGURAL SPEECH BY MAULANA AZAD IN THE ANUAL SESSION OF THE MUSEUM ASSOCIATION OF INDIA

New Delhi

27-12-1948

It gives me immense pleasure this afternoon to be in the midst of you, the custodians of Indian art and culture. You are all engaged in the reconstruction of the country through the monuments of history and art that are housed in various museums in this country. It is true, we have not been able to utilise these resources for the advancement of our education and culture. During the period of about 150 years of foreign domination we had no facilities to attend to the work of our cultural uplift. Now that we are the masters of our own destiny it is our foremost duty to set our house in order, some portion of which is in such ruin that it is beyond repairs, while a few corners are still in a position to be used after repairs. The work that you have before you is to put our old house in proper order.

National education is the most important item of national life. The exhibits that are stored in our museums are a permanent source of knowledge. No scheme of national education can claim to attain perfection unless art education finds a place in it. Unfortunately our art treasures are scattered in various collections and are lying in the most neglected condition. It is therefore absolutely essential to bring together all such art treasures, and display them in a scientific manner. To achieve this aim, we must have a National Museum, supplying a haven for our artistic heritage.

When we glance at the cultural history of the world, we find that most of the countries commence their history not earlier than the 8th or 7th century B.C. India, Egypt, and China, however, can trace their history from most ancient times. Our culture is at least 5000 years old, nay, in some cases we have a story of 7000 years to tell. It is a proud privilege of ours to be the inhabitants of one of the most ancient countries of the world. As a free nation, now it is most

essential for us to take care of our national heritage and recognise the importance of our institutions that are doing cultural work. In spite of the attainment of freedom, India is unfortunately passing through critical times. Financial stringency is impeding important schemes of national reconstruction. All the same I may assure you that our Government is desirous of helping all nation building activities like those of yours.

The development of the National Museum is an important part of our nation building programme. As Mr. Gyani has just pointed out, we cannot afford to look upon our museums as mere godowns of antiquities or curio houses. Museology is a highly developed science in other countries. But we, in India, are far behind in this respect. According to my idea a museum must display lifeless relics of the past as living objects presenting a coherent picture of our glorious past.

I would request the organisers of this Conference to keep constantly in view the need of linking up our art heritage with the spread of education. The National Museum can play an important part in educating the masses and the scholars alike. Such a museum should be an imperishable record-house for our ancient history and civilisation. It will tell us the story of our life and culture in the past. We cannot think of a greater source of national pride. We have been thinking of establishing a national museum for some time. We hoped that it would be possible to go ahead with the scheme after the termination of World War II but unfortunately inflation and an economic crisis of unprecedented magnitude have stood in the way of achieving our objective. Even in these conditions we have been allotting some money for the purchase of exhibits for the proposed National Museum from year to year and we hope to make a further provision for it in the coming budget.

During the past two hundred years, Indian art objects have found their way to foreign countries in very large numbers and we are distressed to note that owing to the poverty and ignorance of the people important art objects and records have gone out of India. We must send a commission to survey and catalogue our national treasures in foreign countries. It is also necessary that art objects in private collections of this country should be surveyed. There is every possibility that even an unassuming cottage may contain treasures important from the historical point of view. Thousands of documents and manuscripts are lying uncared for in this country. Now that the reins

of Government are in the hands of our own people, our appeal will certainly reach the masses and create a consciousness among them regarding the importance of protecting and preserving our antiquities. We should appeal to our people from this platform to present such things, if they happen to possess any, to the nation by depositing them in a Provincial or National Museum or to the National Archives if they are records. This will afford the scholars an opportunity to sift unpublished records and find out their historical or artistic importance.

The Government proposes to appoint two commissions to collect art objects in this country, and buy those that have gone out. With a view to attaining the modern standard in museum management I would also like to depute some students to foreign museums. These trained curators can then show us how our museums could best be used for the education of our people. There are many precious things of national importance in the museums of England, France, Holland and other countries. We should try to obtain them if possible. There are also many rare manuscripts and important records in our country that can throw valuable light on our past, that are being destroyed through neglect. They must be saved and preserved in a scientific manner. Let me assure you that your Association can always count upon the fullest support from me and my Department. Your work will not suffer on account of our apathy. I cannot, however, make a long speech and give you high hopes as vague hopes and empty pockets do not go well together.

In the end, I cannot help expressing my great pleasure that a change of outlook has come about in our people and they are becoming more and more aware and conscious of the cultural value of our antiquities. I was most impressed by the response of the people to the Art Exhibition in Government House which had to be extended till the end of March next year on account of popular demand. With the ushering of freedom our minds have also become free. It is therefore the right time for the members of your Association to carry on the task of educating the people through your art galleries. the Government is now your own and you can surely expect the fullest co-operation and encouragement for the laudable efforts of your organisations.

With these few words, I express my gratitude to you for having called upon me to associate myself with the important educational and cultural activities of your Association to inaugurate the proceedings of this Conference.

Document No. 99

PRESIDENTIAL ADDRESS OF AZAD AT THE SILVER JUBILEE SESSION OF THE INDIAN HISTORICAL RECORDS COMMISSION, DELHI, DECEMBER 28, 1948

I have great pleasure in welcoming you to this 25th Anniversary of the Indian Historical Records Commission. During these 25 years, the Commission has done valuable work of which you will find a brief record in the Souvenir prepared by our Director of Archives. I would only like to place on record our appreciation of the services rendered by many colleagues who are no more in our midst and also to welcome new members of the fraternity of historians who preserve our past through their devoted and disinterested work. I am particularly glad that on this occasion we have among us representatives of other countries. The aim of history is to find out the truth about the past. This is a common human quest and the presence of members of different nations is a testimony that such tasks can be carried out only through the co-operative efforts of men and women regardless of race, religion or nationality.

Twenty-five years is not a long period judged by the standard of history and yet the Indian Historical Records Commission has done valuable work in creating a new spirit of research and enquiry among our historians. Members of the Commission have contributed much to our knowledge of Indian past. They have also created a spirit of enthusiasm abroad and we have had in consequence many valuable studies by foreign scholars on various aspects of Indian history. The field, however, is vast and in spite of all our efforts we have been able to accomplish only a fraction of our task. It is therefore essential for us to renew our endeavour and continually make greater efforts so that the resplendent past of India may be discovered to us and the world.

The Historical Records Commission has till now surveyed the problems of history in a general way. Individual authors have contributed important studies in subjects of their choice. Valuable as such work has been, I feel that it would perhaps be of even greater service to the cause of historical research if we frame a programme of work

to fill up the gaps in our knowledge of the history of India. No one can deny that many problems are yet outstanding and demand further enquiry and investigation. By way of example, I would draw special attention of the historians assembled here to periods which, in my opinion, should be studied more carefully if we are to appreciate fully all the implications of our heritage.

Our ancient past dates back to pre-history and presents many periods that are only imperfectly known. The relation of the civilisation of Mohenjo-daro to that of Southern India or to lands in the Middle East is yet unsolved. The recent excavations in Bahrein and Kowait have brought to light numerous small tombs which date back to perhaps the second millennium before Christ or even earlier. Some historians find in them evidence of ancient connections between South India and the regions bordering on the Persian Gulf. Some of these problems are no doubt purely archaeological, but there are others which can be solved only by the co-operation of the archaeologists and the historians. The services of Syriology and Egyptology have not yet been full utilised in explaining our ancient past. Nor have we yet explored the materials that have come down to us from the civilisations that flourished in Mesopotamia and the neighbouring lands.

Another period in Indian history which deserves and demands fresh and detailed study is the end of the first millennium after Christ. We have some knowledge of the condition of India up to the 7th and 8th century A.D. and again after the establishment of the Sultanate of Delhi. The intervening period saw the rise of the Ghuznavide power and its expansion into the north-western regions of India, but we have no clear picture of the social and political conditions of India during this time. It is unfortunate that we have not yet been able to lay our hands on all the Persian histories of the period whose names have been handed down to us. Abul Fazal Baihaqi, we are told, wrote a history of the Ghuznavides in thirty volumes, but we have so far found only a fragment of this book. Perhaps new light would be thrown on the Indian history if the lost volumes could be recovered. Some new material has, however, been discovered recently and they are bound to throw further light on our knowledge of this period. It is also somewhat strange that almost all our historical research and studies for even a later period are based on Persian records and entirely overlook material that is hid in the vastness of the Arabian history and literature. Our historians should

turn to the field and examine the Arabic sources for information about the trade, commerce and social and political conditions of India during this period.

The decline and fall of the Moghul Empire is a matter of comparatively recent history and yet even this period has not been fully studied or thoroughly understood. One surprising feature of this age is the lack of historians of note within the country itself. The work of foreign historians gives a picture which is full of confusion. To take only one example. Most of the foreign historians speak of the anarchy and lawlessness of the period and yet they are full of praise for the administration of individual rulers. While on the one hand it is said that India was in turmoil and there was neither law nor order, we are on the other hand told that the administration of Alivardi Khan, Zalim Singh or Ahalya Bai compared favourably with that of the European countries of the day. On the one hand there is the condemnation of Hyder Ali as a tyrant and on the other high praise for his achievements in the arts of administration and peace. We are also told that there was free movement of hundies or bills of credit which held currency from the borders of Bengal up to the limits of Central Asia. How is one to explain the financial stability and credit implied in such transactions against the background of political anarchy painted by political historians? Without venturing on any hypothesis, I would be content to say that in spite of plenitude of material the period has not yet been fully studied and will repay the care and attention of scholars.

Another period which we must study afresh is that of British connection with India. The wealth of material for this period is immense and yet it must be admitted that we do not have a fair and balanced study of the period in all its aspects. There have been protagonists of the Empire who have sought to justify everything that the British did and painted the period in golden colours. Political passion has on the other hand sometimes led Indians to condemn the period outright as one of the dark ages of India's history. So long as the political conflict was not resolved, it was difficult to judge the period with the detachment of a true historian. Now, however, the chapter of British dominations is closed and the time has come when Indians must study it without prejudice or passion.

I would now like to say a few words about our National Archives. They are the storehouse of the raw materials of history and the

Historical Records Commission is the agency which should find the best possible use for them. Today only a fraction of our records are available to us in the National Archives, but scattered throughout the land there are family documents, *sanads*, *firman*s and ancient manuscripts which will be lost unless they are acquired without delay. The present is also the opportune moment to appeal to the public to hand over such documents to the National Government. Such appeal will meet with a readier response now than perhaps at any other time.

Many things must be done to make our National Archives perform their proper functions. Of these, the collection and preservation of records and manuscripts is perhaps the foremost. Records dispersed throughout the provinces and states must be brought to one common centre and steps taken to ensure their proper care. The climate of India is an enemy of all types of documents and air-conditioning is essential if records and manuscripts are to be maintained in a proper state of preservation. The importance of this task can be judged from the fact that once such manuscripts are lost, there is no way of replacing them.

The second task is that of cataloguing and analysis of such records. It is hardly necessary to emphasise to a gathering of historians and archivists the urgency of such work. Without proper use of the manuscripts, they may as well not exist. And yet we have to admit that even the records which are already in our possession have not all been catalogued.

The Government are alive to the importance of both these tasks and the Ministry of Education has been endeavouring to do everything possible to achieve them. You are, however, aware of the financial difficulties through which we are passing at the moment. This may prevent us from carrying out all that we intend, but I may assure you that the Ministry will not spare any effort to achieve whatever is possible in the present difficult conditions and to expand its programme as soon as conditions improve.

The programme of publications has in spite of financial and other difficulties been accelerated. New machinery is being set up and steps are being taken to expand the capacity and scope of our National Archives. We also intend to go ahead as quickly as possible with the installation of the airconditioning plant so that the preservation of the precious heritage of our past may be assured.

I must not, however, go into greater details. It is for you, historians and archivists, to prepare a programme of work. Let your labours yield material for writing a full history of India throughout the ages, in which the story of co-operation and common endeavour, the development of civilisation and culture and the growth of arts, philosophy, religion and humanity will be told in all their wealth. That and not the mere record of wars and conflicts, of dynasties and kings, is the true history of India.

APPENDICES

Appendix - 1

Document No. 100

CONGRESS RESOLUTION ON SOCIAL AND ECONOMIC OBJECTIVES

The AICC which met in November 1947 at Delhi passed an important resolution concerning the social and economic objectives of the Congress. There was much confusion in the public mind as to what exactly was the direction in which the Congress and its Governments were moving in their attempt to reconstruct the economy of India. The Congress resolutions on the subject which have been passed from time to time ever since Gandhiji entered the Congress emphasised aspects which were associated with his advocacy of decentralised economy and self-sufficient village units. The emphasis was plain and yet the Congress did not definitely and unequivocally commit itself to the ideas and doctrines of Gandhiji in the social and economic spheres of our national life.

There was much vagueness in the Congress policies and much legitimate room for doubt and controversy. There has been a growing demand on the part of intelligent Congressmen that the Congress should clarify its economic and social objectives. The advantages of such a clarification were obvious, one of them being that Congress or Congress-controlled governments would more clearly perceive the direction in which they should move in their task of building up a new economy.

The resolution the AICC passed did not contain many words but it laid down briefly and compactly the main principles which should control the future political and social economy of India. The resolution laid down that the democracy which the Congress contemplated was a comprehensive one covering political, economic and social spheres. 'Democracy in the modern age', it said, 'necessitated planned central

direction as well as decentralisation of political and economic power, in so far as this was compatible with the safety of the state, with efficient production and the cultural progress of the community as a whole. The smallest territorial unit should be able to exercise effective control over its corporate life by means of a popularly elected panchayat. In so far as it is possible, national and regional economics self-sufficiency in the essentials of life should be aimed at. Large scale industries should belong to the community and they should be so organised that workers became not only co-shares in the profits but were also increasingly associated with the management and administration of the industry. Land and all other means of production, distribution, distribution and exchange must belong to and be regulated, by the community in its own interest.

ECONOMIC PROGRAMME COMMITTEE

With a view to drawing up the economic programme for the Congress in accordance with these principles the AICC appointed the following committee:

- (1) Pandit Jawaharlal Nehru,
- (2) Maulana Abul Kalam Azad,
- (3) Shri Jai Prakash Narain,
- (4) Prof. N.G. Ranga,
- (5) Shri Gulzarilal Nanda,
- (6) Shri J.C. Kumarappa,
- (7) Shri Achyut Patwardhan,
- (8) Shri Shankarrao Deo.

Appendix - 2

Document No. 101

AZAD'S VIEWS REGARDING THE BRITISH PROPOSALS OF JUNE 3

Maulana Abul Kalam Azad Seconding the resolution disagreed with Pandit Pant that the June 3 statement was superior to the Cabinet Mission's proposals. He had all along held the view the May 16 statement was the best solution of our problems. to that view he continued to adhere.

At his very first meeting with Lord Mountbatten maulana Azad said he was asked if the country could wait for some time so that an agreement could be arrived at. He (Maulana Azad) told the Viceroy that the situation in the country would brook no delay and the question should be settled either way at once. He did not think that the present decision was the right decision but the Congress had no alternative. the choice before the Congress was not which Plan to accept and which to reject, but whether the present state of indecision and drift should continue. There was the unfortunate problem of internal disorder and strife and there was the obstinacy of the Muslim League. Taking into consideration all factors the Congress Working Committee came to the decision and an immediate settlement was urgently required and accepted the June 3 statement

It might be argued, Maulana Azad said, that since the Congress had already accepted to do anything further. but such a stand would hardly be the correct one under the present circumstances. The Congress stood by the ideal of a united India but it was also committed to the principle of self-determination and was against coercing any unwilling areas to join the Union.

Maulana Azad pointed out that even at this stage the State Paper had not been shelved. the peoples of the areas had to decide whether the State Paper proposals should continue or not. If by a majority they decided not to join the Union, then the Congress could not force them into the Union. Whatever might be the result of the Referendum or the decision of the Punjab and Bengal Legislatures,

he was sure that those provinces which now sought to cut themselves away from India, would, in the very near future, hurry back to the Union. "the division is only of the map of the country and not in the heart of the people, and I am sure it is going to be a short-lived partition," he said. the Maulana was confident India would soon emerge as a powerful and strong nation.

Having accepted a defective plan it would be our endeavour now to put it into practice in such a way that its defects were minimised, "Our attitude towards our countrymen," he said, "should not undergo any change by the reason of the fact that certain parts had elected to secede."

Appendix - 3

Document No. 102

A meeting of the All India Congress Committee was held in the Constitution Club, New Delhi on February 21 and 22, 1948. Dr. Rajendra Prasad presided. About 200 members were present.

Minutes

The minutes of the last meeting of the AICC held at New Delhi on November 15, 16, and 17, 1947 were confirmed.

The Opening Speech

The Congress President in his opening speech made feeling references to the tragic assassination of Gandhiji. He then briefly dealt with the resolutions which the Working Committee had recommended for their consideration and acceptance and the vital issues they raised.

Condolence for Mahatma Gandhi

The following resolution was moved from the Chair and was passed in solemn silence all members standing for two minutes:

"The AICC places on record its sense of profound sorrow and shame at the assassination of Mahatma Gandhi."

Communalism and the Congress

Shri Shankarrao Deo then moved the resolution on 'Communalism and the Congress'. It was, seconded by Maulana Abul Kalam Azad. Some six amendments were moved to the resolution. They were followed by a general discussion in which a large number of AICC members participated. The amendments were put to vote and negatived. The following is the text of the resolution, which was put to vote and passed.

"The AICC calls upon all Congressmen in particular and the public in general to exert themselves to the utmost to fight the

demon of communalism, which unless immediately checked may destroy our freedom and defeat our objective.

The AICC can never forget the fact that shortly before his soul assassination, Mahatmaji risked his life by undertaking an unlimited fast to fight communalism and to restore peace and harmony between different communities and that the fast was terminated on the sixth day when pledges were given to ensure that Muslims could live with honour and security in India.

The foul deed was therefore all the more reprehensive and condemnable, as it was perpetrated at a time when efforts were being seriously made to eradicate this communal poison, to restore sanity, peace and harmony and to end communal strife.

Though the Father of the Nation is no more physically with us to remind us of our duty and to inspire us with his faith in our mission, the AICC takes this opportunity, of solemnly reaffirming its determination to continue to follow the path he has lighted for us and to do everything possible to fulfil the great task he has left only partially accomplished.

The AICC further approves of the resolution recently passed by the Working Committee at its meeting on 6th February, calling upon the people and the Government to take note of the forces of hatred and violence acting in the open or in the dark to disrupt the roots of social life and to take effective action to counteract them.

The AICC congratulates the Central and the Provincial Governments for having taken speedy steps to ban such communal organisations as were deliberately trying to spread this poison whose propaganda of hatred was responsible for vitiating the minds of some of our misguided countrymen, resulting in the commission of foul deeds.

The AICC further assures the Government of its active support in getting rid of such elements which are responsible or inculcating communal hatred and for encouraging communal strife and disruptive tendencies.

To become an effective instrument for carrying out the heavy and responsible duty which devolves upon the Congress it should set its own house in order and the Committee calls upon Congressmen to purify the organisation even at the risk of shrinkage of the extent of its membership. It should be remembered that during his last days Gandhiji was distressed by the fall in the standard of conduct of

Congress which he expressed in unambiguous language at the time of his last fast. It is up to every worker of the Congress to exercise introspection and help the great organisation which has been built up during the course of years at tremendous sacrifice and to recover and re-establish the standard which Gandhiji had set before it. Possession of power should make Congressmen sober and humble; they should realise their responsibility and turn themselves into fit servants of the people.

The AICC reiterates its faith in the ideal of a secular and democratic state based upon social, economic and political justice, wherein every citizen irrespective of his or her religious profession will be assured equal rights of citizenship, and reaffirms its determination to strengthen the foundation of such a secular state."

Gandhi National Memorial Fund

Dr. Profulla Chandra Ghosh moved the resolution on 'Gandhi National Memorial Fund'. It was seconded by Shri S.K. Patil. The resolution was passed. The following is the text of the resolution:

"The AICC approves of the action of the Working Committee in starting a Gandhi National Memorial Fund with the object of furthering the constructive, educational, social and cultural ideals and activities with which Mahatma Gandhi was so intimately connected during his life time, and through the implementation of which he hoped to make India a just, healthy, self-reliant, united and democratic nation, as well as to further the cause of world peace and fellowship; and of collecting, preserving and publishing his writings and teachings in various languages."

The AICC endorses the resolution of Working Committee.

The Working Committee in a separate resolution decided that a National Memorial Fund be started with the object of carrying out the constructive programme to which Gandhiji had attached the greatest importance and which was the most effective way in which the nation could honour his memory. The fittest memorial to Gandhiji was of course his own imperishable teachings and achievements which were enshrined in the hearts of his countrymen. The Committee appealed to the people of India to contribute to this National Memorial Fund and suggested that each individual should give at least ten days'

income to it. The method of utilising this fund was left to be decided by a representative meeting of those interested in it. They would choose trustees and a managing committee. The Congress President was authorised to take preliminary steps in connection with the fund, including the appointment of a provisional Committee and a provisional Secretary for launching the fund.

The AICC at its meeting in February approved of the action of the Working Committee in starting a Gandhi National Memorial Fund with the object of furthering the constructive, educational, social and cultural ideals and activities with which Mahatma Gandhi was so intimately associated during his lifetime.

The Congress President appointed the following provisional Committee for launching the fund:

Dr. Rajendra Prasa*President*

Pandit Jawaharlal Nehru

Sardar Vallabhbhai Patel

Maulana Abul Kalam Azad

Shri C. Rajagopalachariar

Rajkumari Amrit Kaur

Shri Jairamdas Daulatram

Shri Jagjiwan Ram

Acharya J.P. Kripalani...*Secretary*

and Shri J.C. Kumarappa.

Appendix - 4

Document No. 103

A.I.C.C. RESOLUTION, MOVED BY PANDIT NEHRU AND SECONDED BY MAULANA AZAD

1948

The Message

During its long history of struggle for India's freedom, carried on from generation to generation, the Congress experienced both sorrow and fulfilment and many triumphs and defeats. But under the superb leadership of the Father of the Nation, sorrow was made to chasten and purify the people and every defeat was turned into an incentive for redoubled effort and a prelude to victory.

Two years ago the Congress met in Meerut City at a time of trial and difficulty and again under the inspiration of Gandhiji gave a lead to the nation. These two years have brought fulfilment in a measure, and the independence, for which generations had struggled and suffered, has been achieved. But the cost of that achievement has been heavy indeed, for the Motherland has been cut in two, and following this ill-fated partition, madness descended upon the people and all the great ideals for which the Congress stood seemed for a moment to be eclipsed. That darkness was illumined by the heartening message of Gandhiji, and innumerable sorrowing hearts drew strength and solace from it.

Then came the greatest blow of all, the assassination of him who was the embodiment of love and the gentle unconquerable spirit of India.

Thus the very achievement for which the Congress had laboured and which was a culmination of long struggle, brought no glow of freedom but sorrow and dismay.

In reverent memory of Gandhiji and in homage to his teaching, the country faced these terrible crises, the greatest of which was the crisis of the spirit which had clouded India's mind and made her forget for a while the great lesson which the master had taught.

This Congress, meeting sixteen months after the attainment of independence and nearly eleven months after the passing away of him who fashioned it and gave it life, pays it homage to that great spirit and to his great message, and resolves to continue the service of the people of India and humanity in the light of that life-giving message.

Political freedom having been attained through non-violent action under the leadership of Gandhiji, the National Congress has now to labour for attainment of social and economic freedom so that progress and equal opportunity may come to all the people of India without any distinction of race or religion. This task requires a new and positive approach and a dedication to the service of the Motherland in a constructive spirit.

The people of India have achieved independence: but to enjoy its fruits, they must discharge their responsibilities and obligations. Congressmen must remember that it has been and continues to be their highest privilege to serve the people and to shoulder these responsibilities and obligations, and those who hanker after officer or power forgetting their obligations, do an ill-service to the country.

It was the particular teaching of Gandhiji that service should be directed more specially towards promoting unity and goodwill between all the people of India, abolishing class distinctions and those based on birth or caste or religion, and working for a classless democratic society in a peaceful manner. Above all, the lesson, he taught was the adherence at all costs and in all circumstances, to the moral values which gave meaning to life.

This Congress urges all Congressmen with all earnestness to face the difficulties and crises of today, both national and international, in the light of that message so that India may grow in freedom and moral stature and the great objectives for which this Congress has stood may be fulfilled.

Pandit Govind Ballabh Pant then moved the following Resolution on "Foreign Policy". It was seconded by Shri Harekrishna Mahtab. The resolution was passed unanimously. The meeting adjourned at 8.30 p.m.

WHO'S WHO

Abdulla, Brelvi	Well known Muslim Scholar and one of the chief speakers of Lucknow Muslim Conference, held under the presidentship of Maulana Azad in 1947.
Abdullah, Shaikh Muhamad	A prominent leader of Kashmir Valley, was sent to jail in 1946 by Maharaja; became the head of the Government of State of Jammu and Kashmir(1947) and the Premier since 1948.
Ahmed, Syed	Prominent Muslim Scholar and one of the organisers of Lucknow Muslim Conference held in 1947.
Aney, M.S.	Reputed national leader; some time member of Viceroy's Council; was the president of first session of All India Hindu League, held at Lucknow in 1935.
Anugraha, Narayan Singh	A leading Congressman of Bihar, Finance Minister in the Cabinet of Shri Krishna Sinha in 1946.
Aristotle	A great philosopher of Greek and the father of Political Science.
Asaf Ali	A prominent Congress leader of Delhi, was appointed a Minister in Interim Government in 1946.
Azad, Maulana Abul Kalam	A great freedom fighter and Editor of Al-Hilal, Al-Balagh and the 'Vakil' of Amritsar; was elected President of Indian National Congress in 1940 at Wadha; was

- appointed first Education Minister in Free India's Cabinet.
- Bardoli, Gopinath** Prominent Congress leader of Assam; became the Premier of the State in 1937 and Chief Minister in 1946.
- Bhabha, Homi** Formally Chairman of Indian Atomic Energy Commission and a top-ranking Scientist.
- Birla, G.D.** Well known industrialist and a devotee of Mahatma Gandhi, was president of Harijan Sewak Sangh, became member of Central Legislative Assembly.
- Bose, Sarat Chandra** Prominent Congress leader of Bengal and elder brother of Netaji Subhas Chandra Bose. He was a member of Interim Government, headed by Pandit Nehru in 1946.
- Bose, Subhas Chandra** Great Patriot and front ranking Congress leader of Bengal, elected President of Indian National Congress twice in 1938 at Haripura and in 1939 at Tripuri, founder of Forward Bloc (1939), Indian National Army and Indian National Government during the Second World War, imprisoned several times during National Liberation Movement.
- Chowdhary, Khaliqzama** A Prominent leader of United Provinces Muslim League, was elected to U.P. Legislative Assembly in 1937.
- Churchill, W.** Prime Minister of Great Britain during the World War II.
- Das, Nilakantha** A leading Congressman of Orissa.

- Das, Viswanath** Leader of Orissa Congress Legislative Party and the Premier of the State in 1937.
- Deo Shankarrao** A front ranking Congress leader of Maharashtra, was appointed a member to the Working Committee of Indian National Congress by Maulana Azad in 1940.
- Deshmukh, R.M.** Chief Minister of Bindhya Pradesh (1947-50).
- Diwakar, R.R.** Well known Congress leader of Karnataka; was appointed a Minister of State in Central Government in 1948.
- Gadgil, N.V.** A prominent Congress leader of Maharashtra; was appointed a minister in Union Cabinet by Nehruji.
- Gandhi, Devdas** Youngest son of Mahatma Gandhi and son-in-law of C. Rajagopalachari; was the managing editor of the Hindustan Times.
- Gandhi, M.K.** Supreme Leader of National Liberation Movement and Indian National Congress (1920-47), President of I.N.A. (1925), Editor, Young India and Navjeevan (1920-31), Harijan, Harijan Bandhu and Harijan Sewak (1933-42), participated in the Second Round Table Conference, held in London in 1931.
- Gidwani, Choithram** A Congress leader of Sind; President of S.P.C.C. before independence.
- Gilani, B.S.** Private Secretary to Sardar Baldeo Singh and a Spokesman of Christians.
- Ghose, P.C.** A Congress leader of Bengal; was the Chief Minister of West Bengal before Dr. B.C. Roy.
- Haq, A.K. Fajlul** Leader Krishak Praja Party of Bengal and the Chief Minister.
- Hasan, S.M.** A member in the Central Provinces Ministry in 1937 and again in 1946.

Jairamdas Daulatram	Congress leader of Sind, member Working Committee (1940-46); Minister in the Union Cabinet, headed by Pt. Nehru, in 1947.
Jinnah, M.A.	Vice-Chancellor of Osmania University, Supreme leader of Muslim League since 1934; member Indian Legislative Assembly (1924-34); first Governor General of Pakistan.
Kalidas	Ancient Indian Scholar as well as poet; author of 'Abhigyan Shakuntalam' and 'Meghaduta'.
Khan, Abul Gaffar Khan	Frontier Gandhi and Organiser of Khudai Khidmatgar in N.W.F.P.; started Red Shirt Movement in the Province (1930); member Congress Working Committee from 1936-47.
Krishnan, Dr.	A well known Scientist of Allahabad University.
Humayun Kabir	A close associate of Maulana Azad; was appointed a State Minister in Union Government in 1959.
Khan Saheb, Dr.	Elder brother of Frontier Gandhi and a leading Congressman; became the Premier of N.W.F.P. in 1946.
Kidwai, Rafi Ahmad	Prominent Congress leader of U.P.; a nearest friend of Pandit Nehru; became a member in the Union Cabinet in 1952.
Kripalani, J.B.	A front ranking Congress leader; was appointed the Principal of Gujrat Vidyapeeth; imprisoned several times during the National Liberation Movement, elected President to the Meerut Session of I.N.C. in 1946.
Lal, Sir Manohar	A leading member of Unionist Party and Finance Minister of Punjab before partition.

- Liyakat, Ali Khan** Prominent leader of U.P. Muslim League, leader Muslim League Parliamentary Party (1946); became the first Prime-Minister of Pakistan in 1947.
- Madani, Hussain Ahmed** President Jamiat Ulema-i-Hind and noted scholar of Islamic Philosophy, founder of Darul Ulum Deoband and a nearest friend of Maulana Azad.
- Mahalanobis, P.C.** A noted Indian Scientist.
- Mahtab, H.K.** Veteran freedom fighter and Congress leader of Orissa; was the Chief Minister of the State from 1946 to 1950.
- Misra, Chintamani** Congressman and Journalist of Orissa.
- Misra, D.P.** Leading Congressman of Central Provinces, Minister in the State Government in 1937 and again in 1946.
- Mufti, Kifaytullah** Scholar and freedom fighter of U.P.
- Muhammad Ali Maulana** Veteran freedom fighter and editor of Hamdard and Comrade; was elected President of Indian National Congress at Cocanada in 1923.
- Munshi, K.M.** A well known barristar and Congress leader of Bombay; was appointed Agent General by Government of India in Hyderabad state in 1948.
- Navalrai Lalchand** A member of Indian Legislative Assembly (1934-37)
- Naidu, Sarojini** Top ranking Congress Worker of Hyderabad, was elected the President of Indian National Congress (1926); become the first Governor of U.P. after independence.
- Narayan, J.P.** Founder Secretary of the Socialist Party of India and a noted freedom fighter.
- Narayan, Ram** Famous Congress worker of Bihar; was an associate of Dr. Rajendra Prasad.

- Nehru, Jawaharlal** A leading figure of National Liberation Movement was elected President of Indian National Congress in 1929, 1930, 1937 and 1946; founder, All India Kisan Sabha, Bharat Krishak Samaj and the President of States People organisation; became the first Prime Minister of India after independence in 1947.
- Nehru, Moti Lal** Famous barrister of Allahabad and a front ranking Congress leader; was elected President of Indian National Congress in 1919 and again in 1928.
- Pandit, Vijaya Lakshmi** Younger sister of Pandit Jawaharlal Nehru, was elected to the Legislative Assembly of U.P. (1937); became the Chairperson of the General Assembly of U.N.O.; appointed Indian Ambassador to the Soviet Union.
- Paliwal, S.K.D.** A leading Congress worker of U.P.
- Pant, G.B.** Front ranking Congress leader of U.P.; became the Premier of the State in 1937 and the Chief Minister in 1946, elected to the Working Committee of I.N.C. several times between 1936 and 1950; was appointed Home Minister in the Union Cabinet headed by Pandit Nehru.
- Patel, Manibehn** Famous social worker and freedom fighter; became the member of Congress Working Committee in 1950, was elected to the Indian Parliament several times between 1952 and 1980. She was the daughter of Sardar Vallabhbhai Patel.
- Patel, Vallabhbhai** Popularly known as Sardar, was the organiser of Bardoli Peasant Agitation (1928); elected President of Indian National Congress at Karachi in 1931; became the Chairman of C.P.B. in 1934

- and 1936; appointed Deputy Prime Minister of free India in 1947.
- Patwardhan, Achyut** Noted freedom fighter and socialist party leader.
- Prakasham, T.** Leading Congress man of Andhra Pradesh; became the Chief Minister in 1946.
- Prasad, Rajendra** Top-ranking Congress leader and constructive worker of Bihar; was a colleague of Maulana Azad, Sardar Patel and Pandit Nehru and associate of Mahatma Gandhi; elected President of Indian National Congress (1935); became a member Congress Parliamentary Board (1937); appointed Food and Civil Supplies Minister in the interim Government (1946); elected Chairman Constituent Assembly (1946) and the President of Indian Republic in 1950, 1952 and 1957.
- Rajgopalachari, C.** Gandhian thinker and front ranking Congressman of Madras; became twice Chief Minister of the province; was the first and last Indian Governor-General (1948-50); appointed Minister for Home Affairs in the Government of India in 1950; well known for his suave diplomacy and cruditeness; founder of Swatantra Party of India.
- Ray, B.C.** Renowned doctor and Congress leader of Bengal, became the Chief Minister of W.B. in 1939.
- Ray, M.N.** Well known thinker and freedom fighter of Bengal, participated in Communist International, held in Moscow in 1920, was defeated by Maulana Azad in the election of Congress Presidentship at Wardha in 1940.

Sachar, Bhim Sen	Prominent Congress leader of Punjab; became a Secretary of P.C.C. in 1921, was elected to State Legislative Assembly in 1936 and 1945. Chief Minister of Punjab in 1952-56.
Shah, M.N.	A noted Scientist of India
Sahai, K.B.	A Parliamentary Secretary in Bihar Ministry in 1937.
Sahjanand Swamy	Leading Public leader of Bihar and the founder of All India Kisan Sabha.
Sanskritayan Rahul	A noted freedom fighter and progressive writer.
Shah, Shantilal Harjivanlal	Constructive worker of Gujrat, was a founder member of Indian National Trade Union Congress and Incharge of Congress Election Office in 1945-46.
Saxena, Mohan Lal	A member of Indian Legislative Assembly (1934-37).
Sarkar, Jadunath	Eminent historian and the Chairman of Indian Council of Historical Research.
Shakespeare, W.	A great English Poet.
Sherwani, T.A.K.	A prominent Zamindar and Congressman of U.P.; was elected President of U.P.P.C.C. in 1929. A nearest friend of Pandit Nehru and Kisan Leader.
Silva, Geogre Da	Leading Congressman and the Vice-President of Mahakoshal Provincial Congress Committee.
Sinha, Shri Krishna	A well known Congress leader of Bihar; became the Chief Minister of the province.

- Sukhla, R.S.** A leading Congressman and the Premier of the Central Provinces (1938-39); was again elected as leader of C.P.C.L.P. in 1946.
- Sunder Lal** Eminent freedom fighter of Allahabad and historian.
- Syed, G.M.** A leading Muslim Leader of Sind.
- Sitaramaiyya, B. Patabhi** Leading Congressman of Andhra; was elected President of Indian National Congress in 1948.
- Sriprakash** Congress leader of U.P.; appointed Indian High Commissioner to Pakistan (1947) ; became Governor of Assam in 1950.
- Syed Mahmood** Formerly Member Parliament and freedom fighter.
- Tagore, Ravindra Nath** Great Bengali Poet as well as the Philosopher; was the founder of Vishwa Bharti University of Shantiniketan. A Nobel Prize Winner, Social reformer and the author of "Geetanjali."
- Tarachand** Eminent historian and former Vice-Chancellor of Allahabad University.
- Valmiki** Author of 'Ramayana' and noted ancient Indian scholar.
- Wordsworth William** A great English Poet.
- Zaidan George** A well known Arabic Scholar of modern age.

GLOSSARY

Ahimsa	: Non-violence, Gandhiji's weapon of love for mass action.
Ashram	: Literally hermitage, a place for penance and spiritual pursuit, here Gandhiji's community of workers engaged in constructive and national work.
Begar	: Forced free labour.
Bhagwadgita, The	: The Song Celestial, highly philosophic poem laying emphasis on the selfless view of life and action.
Bhakta	: Devotee, disciple.
Bhartiya	: Indian.
Brahmin	: One belonging to the priestly class.
Charkha	: Spinning-wheel.
Charkha Jayanti	: Yearly celebration of spinning movement.
Charkha Sangh	: Spinners' Association, the All-India body that Gandhiji had formed in 1925 to provide employment to the starving millions of India.
Chawl	: Locality.
Chaddar	: Bedspread.
Chowpatty	: Public square.
Dal	: Pulse – uncooked or cooked.
Darbar	: Court.
Daridra Narayana	: The God of the poor; symbolically, God in the form of the poor and the distressed.
Devanagari	: Script of national language 'Hindi'.
Dewan	: Adviser, Prime Minister of the erstwhile Princely State.

Dharmaraja	: A prince of virtue, the first among the five Pandavas.
Dharmashala	: A charitable travellers' home.
Dhoti	: Indian loin-cloth.
Fakir	: A man of renunciation.
Firka	: Sub-taluka.
Gaddi	: Post-position, throne.
Ghee, ghrit	: Clarified butter.
Goonda	: Miscreant, rowdy, hooligan.
Gujarat Vidyapith	: The National University, Ahmedabad, which Gandhiji founded in 1920.
Guru	: Preceptor, spiritual guide.
Gurukul	: Place of teaching or School
Harijan	: Literally, man of God, the term used by Gandhiji in relation to one-time secluded sections of the society.
Harijan Sewak Sangh	: An association for the service of Harijans which Gandhiji founded in the thirties.
Hinayana	: The doctrinal cult of Buddhism.
Inquilab Zindabad	: Love live Revolution!
Jamia-Millia	: A University in Delhi.
Japti	: Confiscation of property, etc., in defiance of non-payment of taxes, etc.
Jehad, Zehad	: Crusading war in the name of religion.
Jowar	: Coarse tropical grain.
Karma Yogi	: Believer in the path of Karma-action with selflessness.
Khadi	: Hand-spun and hand-woven cloth.
Khadi Mandal	: Organization for the propagation of spinning-wheel.
Khadi Pracharak Mandal	: The organization for the spread and popularization of Khadi.

Khichadi	: A dish of pulse and rice cooked together.
Kisan	: Peasant, agriculturist.
Kshatriya	: One belonging to warrior class.
Kumkum	: A red-coloured dust used as auspicious mark on forehead by Indian women, also being used on ceremonial occasions.
Kurta	: Shirt, here loose garment especially of the North Indian type.
Lathi	: Cudgel, wooden stick.
Maharaja	: The ruler of a former Indian State of bigger territory.
Mahatma	: Literally, high-souled person, a title bestowed on Gandhiji by Indian people.
Mahavidyalaya	: A centre of higher education College.
Mahayana	: Another Buddhist cult laying emphasis on the propagational aspect.
Mal	: A cotton tape used in a spinning-wheel.
Mandal	: Association, gathering
Nawab	: A petty ruler, a landlord.
Palak	: A variety of green vegetable.
Pandal	: Temporarily erected shed for public gatherings and ceremonials, etc.
Paramdham Ashram	: Literally, the abode of higher pursuit, Shri Vinoba's ashram at Pavnar.
Parashuram	: Scer of Ramayana age possessing super-human valour.
Parishad	: Council.
Praja Mandal	: The term then applied to people's organizations in Indian States.
Puni	: Carded cotton roll.
Qaumi Ekta	: Communal unity.
Raj	: Rule, sovereignty, kingdom.

Raja	: A king, ruler, prince.
Rajpramukh	: The titular or rather the constitutional head of the interim Unions of States after Independence.
Rajput	A warrior, one belonging to the martial race.
Roti	Indian bread.
Ryot	People, subject, ruled.
Sanyasini	Nun, recluse.
Sardar	Leader, captain, champion.
Sarvarajochhetta	Uprooter of kings.
Satyagraha	Literally, insistence on Truth; Gandhiji's weapon of love and truth for mass action.
Satyagrahi	A believer in Satyagraha.
Sepoy	Soldier, policeman.
Servants of India Society	: The society founded by the late Shri G.K. Gokhale for preparing lifelong, workers devoted to the cause of Mother India.
Shantiniketan	'House of Peace' a University founded by Dr. Ravindra Nath Tagore in West Bengal.
Shawl	A loose covering over body.
Shravana	A month of Indian Year.
Sthitaprajna	The man of equipoised mind.
Swarajists	Those wedded to Council Entry programme during twenties.
Tahsildar	Revenue officer of a Tehsil or Sub-division.
Tarka	The Logic.
Vad	The second half of Indian month.
Veth	Forced free labour.
Verandah	A ground-floor balcony
Vishnu	The second among the trio of Gods symbolizing protective facet of the Supreme.

- Yogi** : One who practises Yoga, *i.e.* spiritual, mental and bodily discipline for self-realization.
- Zamindar** : Absentee landlord
- Zamindari** : Absentee landlordism

Chronology of Events

- 1947 Jan.10** : Expressed desire to join the Interim Government.
- Feb. 3** : Addressed first press conference as Education Minister.
- May 5** : Delivered opening speech at the session of the Standing Committee of the Legislature on Education at Simla.
- Oct.10** : Delivered historical speech at Jama Masjid of Delhi.
- Dec. 19** : Declared opened the Central Institute of Education.
- 21** : Delivered Convocation Address at Patna University.
- 27** : Presided over the Indian Muslim Conference at Lucknow.
- 1948 Jan 13** : Presided over the 14th Session of the Central Advisory Board of Education in New Delhi.
- 16** : Opening address at the All India Educational Conference in New Delhi.
- March 3** : Speech delivered in the Legislative Assembly in connection with the General Budget—List of Demands for 1948-49 year.
- 11** : Made statement of Policy for Education in the Legislative Assembly.
- August 8** : Speech delivered in the Constituent Assembly (Legislative) on Imperial Library (Change of Name) Bill.
- Nov. 11** : Declared opened the Exhibition of Indian Art in New Delhi.
- Dec. 27** : Inaugurated the annual session of the Museum Association of India in New Delhi.
- 28** : Presided over the Silver Jubilee Session of the Indian Historical Records Commission in Delhi.

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